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CATALOGUE

OF

OHIO UNIVERSITY

ATHENS, OHIO

1906—1907

AND

CIRCULAR OF INFORMATION

FOR

1907-1908

PUBLISHED BY THE UNIVERSITY
1907

"Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

Article 3 Ordinance of 1787.

"Under this statute (Ordinance of 1787) the Ohio Company, organized in Boston the year before as the final outcome of Rufus Putnam's proposed colony of officers, bought from the government five or six millions of acres, and entered on the first great movement of emigration west of the Ohio. The report creating the colony provided for public schools, for religious institutions, and for a university.

THOMAS W. HIGGINSON.

*"We are accustomed to praise the lawgivers of antiquity; we help to perpetuate the fame of Solon and Lycurgus; but I doubt whether one single law or any lawgiver, ancient or modern, has produced effects of more distinct, marked, and lasting character than the Ordinance of 1787. * * * It was a movement of great wisdom and foresight, and one which has been attended with highly beneficial results and permanent consequences. * * * It set forth and declared it to be a high and binding duty of government itself to support schools and advance the means of education."*

DANIEL WEBSTER.

*"That there shall be an University instituted and established in the town of Athens * * * for the instruction of youth in all the various branches of the liberal arts and sciences, for the promotion of good education, virtue, religion, and morality, and for conferring all the degrees and literary honors granted in similar institutions."*

Section 1, Territorial Act, January 9, 1802.

"Whereas, Institutions for the liberal education of youth, are essential to the progress of arts and sciences, important to morality, virtue, and religion, friendly to the peace, order, and prosperity of society, and honorable to the government that encourages and patronizes them, etc."

Preamble, Act of Ohio Legislature Establishing the Ohio University at Athens, February 18, 1804.

OHIO UNIVERSITY

AND

THE STATE NORMAL COLLEGE

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Williams, Copeland, Mills, Bachman, and Dunkle.

LIBRARY.
Chubb, Treudley, Elson, Chrisman, and Bentley.

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Treudley, Stahl, Atkinson, Elson, and Addicott.

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Hoover, Super, Evans, Chrisman, and Wilson.

PUBLIC EXERCISES.
Bachman, McVey, Waite, Chubb, and M. E. Jones.

ATHLETICS — GYMNASIUM.
Wilson, Mercer, J. C. Jones, Dean, and Moore.

SPECIAL CASES OF DISCIPLINE.
Bentley, Atkinson, Copeland, Treudley, and Tausch.

MODEL SCHOOL.
Williams, Waite, Bachman, Chrisman, and Gaskill.

WOMEN'S HALL.
Atkinson, Williams, Copeland, Brown, and Dean.

GENERAL INFORMATION

OHIO UNIVERSITY

ORIGIN OF THE UNIVERSITY

The existence of the Ohio University was provided for as early as 1787, in the purchase of lands made from the Government of the United States by the Ohio Company of Associates. By the contract between these two parties, two townships of land were set apart for the purpose of a University, and placed under the care of the Legislature of the State. The University was organized under an act of the Legislature passed February 18, 1804. Its Trustees are appointed by State authority and the Governor of the State is, *ex-officio,* a member of the Board. Recent legislation (April 16, 1906) confirms the position of the University as one of the educational wards of the State of Ohio. State support gives the institution an annual revenue of about $86,000. Other sources of income swell the amount above named to over $105,000. Special appropriations for buildings (1906-1907) amount to $129,250.

LOCATION

Athens, the seat of the University, is situated in the southeastern part of the State. It is easily accessible from the east and west by the Baltimore & Ohio Southwestern railroad and its branches; from the southern, central, and northern portions of the State by the Hocking Valley and the Toledo and Ohio Central railways. By these routes it is about one hundred and sixty miles from Cincinnati and seventy-five miles southeast from Columbus. The sanitary arrangements of the town are unsurpassed. Its principal streets are paved; it is provided with waterworks and sewer-

age; its Board of Health is vigorous and efficient. There are few towns in the country that are more desirable as a place of temporary or permanent residence than Athens.

The lover of natural scenery cannot fail to be charmed with its picturesque surroundings. The winding valley of the Hockhocking and the wooded hills beyond present a series of striking views from the University, while the wide prospects, as seen at certain seasons from some of the neighboring summits, are seldom surpassed in quiet and varied beauty.

The University buildings are located in a beautiful campus. They occupy a slight elevation extending east and west across the grounds, fronting the north. Before them lies a park of about five acres containing a grove of fine forest trees and skirted along its northern limit by a row of magnificent elms. Beyond these sentinel trees extends a greensward sloping beautifully to the street. In front of the line at the northwest angle, stands an elegant soldiers' monument. When this park is lighted up at night by electricity it presents a charming view. The remainder of the campus, which is in the rear of the buildings, is devoted to recreation.

UNIVERSITY BUILDINGS

The buildings, eight in number, are of brick and brick and stone.

The Central Building was erected in 1817, and is the oldest college edifice northwest of the Ohio river. This venerable structure is dear to many by strong and tender associations, and to many more by means of eminent men who have here studied and taught. It has been modernized and is admirably adapted to its uses for college work.

The two wing buildings, once used for dormitories, have been transformed into recitation rooms and laboratories. The sum of $15,000 is now available for the improvement of these buildings.

The Chapel Building in the rear of the Central Building is used by the College of Music. In the second story are society halls with committee rooms attached.

The building, known as Ewing Hall, is one of the fin-

est college buildings in southeastern Ohio. It is a T-shaped structure, four stories high including basement, and measures 156 feet in length by 131 in depth. Within is an auditorium, with gallery, furnishing seating capacity for about nine hundred people. It contains a president's office, nine recitation rooms with professors' offices attached, the laboratories of the Department of Physics and Electricity, a trustees' and secretary's office, the rooms of the Commercial College, art rooms, and a gymnasium in the basement with four thousand square feet of floor. The methods of heating and arrangement of detail are modern and well-adapted for educational work.

The Normal College Building is located about sixty-five feet from the west side of University Terrace and faces the east. It is a building thoroughly modern and up-to-date. Among the things held in mind in planning the building were its fitness for the work to be done in it, its sanitary and hygienic conditions, its safety in construction, its fire-resisting quality, and its architectural design showing art, culture, and refinement.

The design is the modernized treatment of the Italian Renaissance. The building will have, when completed, a frontage of two hundred and twenty-three feet and a depth of sixty-eight feet, the main or central portion being four stories high and the lateral wings three stories high. First quality vitrified clay block, of a reddish brown color with a rough sand finish, is used in the construction. These clay blocks are about one and one-half times larger than the standard size brick and when laid up in bold courses of four tiers, in mortar same color as the brick, appear as one course eighteen inches wide; then comes a course of standard size red brick set back from the face of the dark brown brick one inch, continuing in this manner from the base course at the grade line to the top of the second story with the same treatment, thence up to the corner of the remaining stories in the form of quoins. The body of the wall above the first two stories is of dark red face brick, laid in red mortar. Surmounting these walls is a cornice three and one-half feet high by five feet projection. The entire building is covered

with a hip roof laid with horn pattern red tile, broken only by the dormers. The trimmings of the walls and the openings and entrances of the buildings are of buff oolitic limestone.

The main and central entrance, the prime feature of the design, is two stories in height, built of stone with enriched ornaments. This stands out strong and bold and is the only emphasized portion of the design. The construction of the entire design was with a view to symmetry and balance.

The interior side walls of the corridor in the ground floor, first, second, and third floors, are wainscoted from the floor up to a point five feet above with glazed brick. The walls and ceilings above this wainscoting are plastered in sand finished mortar. All rooms throughout the building have wainscoting five feet high of Keene's cement. The walls and ceilings above this wainscoting are finished in a gray sand finish, it being the idea to pay special attention to the interior finish of the floors and having as little wood work as possible around the doors and windows and without base, except a cove at the intersection of the cement wainscoting and floor.

The system of heating and ventilation is known as the hot blast or fan system, being installed so as to be capable of renewing the air in the building every fifteen minutes.

Particular attention has been paid to the lighting of the rooms, which have ample outside glass area to meet the requirements in this particular. All corridors and stairways throughout the building are straight and fire resisting and ample to comply with the laws of the state governing such buildings.

The main central portion of the building was completed in 1903. The north wing, now in course of construction, will cost $25,000. The south wing will be put up just as soon as the needed money can be secured.

The Carnegie Library Building occupies a desirable position on the southwestern part of the campus. Its cost, with fixtures, is approximately $55,000. Under certain conditions as to maintenance, Mr. Andrew Carnegie contributed $30,000 of the cost of the building.

The design is classic. The body of the building, which

is of brick, is faced with gray speckled pressed prick. The steps, platforms, window and door sills, window caps, belt course, and other cut stone trimmings are of buff Bedford stone. The roof is of red tiles.

The building has three principal entrances, all of which are emphasized features of the structure. In the basement is located the museum, the work room, the heating and fuel room, and toilet rooms for men and women. This basement is ten and one-half feet high in the clear and is well lighted.

On the first floor are located the general reading room, newspaper and periodical room, reference room, and gentlemen's room, all 18 x 26 feet. These rooms are well lighted and conveniently located to the general delivery room, which is octagonal and occupies the center of the floor above the basement. This general delivery room is twenty-eight feet in diameter, having eight engaged columns which extend up and support the dome above. On either side of the desk in the delivery room is an archway leading back to the study and the room of the librarian. Adjoining the librarian's room and study and delivery room is a stack room capable of caring for sixty thousand volumes. Leading from this stack room is a stairway to the mezzanine floor, where a third tier of stacks may be placed when needed. Beneath the stack room is the work room, where books may be unpacked, rebound, etc.

Women's Hall is located nearly opposite the north entrance of the campus. It is a fine, commodious brick structure, heated by steam, where convenient and pleasant rooms are occupied by a Dean, a Matron, and thirty women students. The dining-room and kitchen are clean and well furnished. Cleanliness and system reign throughout. Excellent boarding can be had at moderate cost at the Hall.

Boyd Hall, the new dormitory for young women, is located near the new Normal School Building and the Carnegie Library. It has a frontage of 150 feet on Mulberry street and a depth of 100 feet. The building is classic in design and harmonizes in architecture with the other buildings just named. The general exterior construction consists of brick walls, Bedford stone trimmings, and slate roof.

The plan, in brief, divides the building in its length into practically three distinct compartments, with another compartment extending at right angles to the central axis to the rear of the central portion. These compartments are separated one from another with solid brick walls, with openings only in the central corridor connecting them.

Taking the first floor, the central or middle compartment is divided into a study, sitting room, reception room, office, and stair case, with two short and wide halls leading to the dining room, which is directly back of this central compartment. The sitting room and study are each 15 x 30 feet and have two large triple windows in the front. Each has two large cased openings, as doorways, leading to the central corridor which extends the full length of the building as before mentioned. Across this corridor, from the sitting room, is the reception room. Across the corridor, from the study, is the office, and between the office and the reception room is the wide stairway extending above to the upper floors and below to the basement. This stairway has a large window at the second floor level, thus making it well lighted.

Beyond the two short halls from the central corridor, to the rear, is the dining room on the first floor, which is 22x 42 feet, with a series of five windows at each end, and an open log fire place at one side. Back of this dining room is the serving room 42 x 12 feet.

Occupying the basement portion, immediately below the dining room and serving room, is the kitchen department, fitted up with all modern appliances. The dining room is one story in height. Above the serving room on the first floor are the servants' quarters, consisting of bed rooms, storage closets, and baths. The space between the servants' quarters on the second floor of the main building and the coaming on the roof of the dining room, is provided with a trellis surrounding. This space may be utilized for garden parties or other outside entertainments.

Ample clothes and linen closets are provided in the kitchen departments and in the corridors or halls leading to the dining rooms.

The laundry room is also located in the basement near

the kitchen, from which a clothes chute extends up through the building to the different floors.

A dumb waiter extends from the serving room up to the different floors thus providing the means of serving meals in the rooms above should it ever be necessary in time of sickness.

The two end compartments on the first floor, have five bed rooms in each, with compartment bath. Each room has individual clothes closets and will accommodate two persons.

The second and third floors are practically duplicates of the first, except that portion corresponding with the reception room, parlor, study, etc., on the first floor, is used for bed rooms on the other floors. Each compartment provides for ten persons, with bath accommodations for each compartment. Each bed room is well lighted with ample closet space. In all, accommodations are provided for eighty-eight students and, in addition to these, rooms are provided for the maids and servants.

The building is heated by steam heat and lighted by electricity.

A very prominent and serviceable feature is the large porch across the front of the building, 9 x 68 feet. Above this porch, and of same dimensions, is a balcony on a level with the second floor.

In addition to the wide stairway in the central portion of the building, there is also a stairway in each end of the building, thus providing every possible means of escape in case of fire.

RESIDENCE AND COST

Hereafter all young women who are not residents of Athens will be required to reside in Boyd Hall or Women's Hall unless the rooms are all occupied. Only in special cases will exceptions be made. This regulation has been adopted with a view solely to the best interests of the young women themselves and not with any purpose to restrict them in the enjoyment of every legitimate privilege. It is the aim of the management to make these quarters as attractive and pleasant as possible and at the same time to keep the cost

as low as is consistent with the accommodations provided. The cost of room and board is from $3.75 to $4.00 per week, according to the size and location of the room. Everything is furnished except soap and towels. About one hundred and twenty young women can be received.

LIBRARY AND READING ROOM

In the study of Literature and History the most important aid, in addition to a good teacher, is a large stock of well-selected books. In this respect the Ohio University is liberally provided. The University and Society libraries contain about 25,000 volumes, a large part of which are of recent purchase. In addition to the books of a general character, the private libraries of the professors, which contain works of a more special character to the number of several thousand, are also accessible, under certain limitations, to the students. The reading-room furnishes access to the latest contributions on all topics under current discussion. Some of the largest works are not only useful for reference, but also for purposes of original investigation.

It is the special aim of the managers of the Library to acquire as rapidly as issued all the leading works bearing on Pedagogy, whether in German, French, or English. A large number of works on this topic and the history of education is already on hand. The Library is so managed as to be accessible every day. The reading-room, in which are placed most of the reference books, and all the periodicals, is accessible at all times. The reading of well-chosen books not only tells the student what others have thought in every department of knowledge, but likewise stimulates him to think for himself. A good library is of itself a university.

APPARATUS AND CABINET

The departments of Mathematics, Astronomy, Psychology, Physics, Chemistry, Biology, Electrical Engineering, and Civil Engineering are well-equipped with valuable apparatus, which is put at the personal disposal of the student. The subjects are illustrated upon the lecture-table, but it is insisted upon that a student really enters upon possession of

his knowledge only when he has acquired skill in carrying on laboratory experiments by himself under the supervision of the professor.

The large Biological Laboratory has been filled up with appliances suitable for pursuing extensive courses of study in the various departments of Biology, the selections being made with a view to furnishing each student with such apparatus, reagents, etc., as are necessary for independent work. To this end more than seventy microscopes have been provided and many duplicates of other appliances are at hand. Excellent histological apparatus is in use for freezing and sectioning, and the laboratory is also well-equipped for embryological and bacteriological work.

In the Department of Physics, besides balances, specific gravity apparatus, pulleys, centrifugal devices, pumps, barometers, manometers, pendulums, and a great deal of other apparatus for the demonstraton of the principles and laws of mechanics, etc., there are: a set of mounted tuning-forks for bows, a complete set of electromagnetic forks of various pitches, sonometers, siren, pipes, etc., for work in sound; lenses, prisms, mirrors, polariscopes, spectroscopes, spectrometer, diffraction gratings, projecting lantern, cameras, etc., for light; radiometers, thermometers, calorimeters, and other apparatus for heat; and a very good equipment of dynamos, motors, calibrating and measuring instruments, resistances, galvanometers, condensors, magnetometers, induction coils, batteries, Wheatstone bridges, various forms of reversing switches and keys, electrometers, standard cells, electro-dynamometers, and a great deal of other apparatus suited to the general demonstration of the subjects of electricity and magnetism, and to the requirements of the electrical course outlined elsewhere in this catalogue. In addition to this there is ample equipment for individual laboratory work in both the beginning and advanced courses.

The Chemical Department occupies the entire second floor of the Central Building. The lecture room has been enlarged and remodeled and will now accommodatte about sixty students. It is supplied with a stereopticon and the necessary conveniences for using it in connection with lectures. The

rear seats are elevated so that all have a favorable opportunity to see the lecture experiments. The laboratories have been refitted with new and modern desks on which gas and water are supplied to each student. There are three laboratories — a general laboratory with lockers for forty-eight students, a qualitative laboratory with thirty-two lockers, and a quantitative laboratory in which sixteen students can be accommodated. Each student is supplied with a locker containing all apparatus necessary for his use; and he is required to pay only for that which is broken. In connection with the qualitative laboratory is a balance-room supplied with analytical balances.

In the Department of Paidology and Psychology a laboratory has been established. Rooms set apart for this department have been equipped with furniture and apparatus such as are needed for experimental work in these sciences. This equipment has been carefully made with the end in view of having a laboratory well arranged for carrying on both elementary and advanced work.

A fine set of surveying instruments of the most approved kind has recently been purchased for the students in field work. The cabinet affords important aid in the study of Mineralogy and Geology. There is great need of further contributions thereto, and to this end the assistance of the friends of the institution is greatly desired and earnestly solicited.

MAPS AND CHARTS

Excellent sets of maps, chiefly those of Kiepert and others, published by Rand, McNally & Co., intended to illustrate the physical features and political changes of the historical countries of Europe and the East, have lately been added to the equipment of the institution. These, in addition to those before on hand, afford an important and well-nigh indispensable aid to the study of history and geography. The outfit in this regard is believed to be unusually complete.

ADMISSION AND DISCIPLINE

Entering the University will be considered a pledge to obey its rules and regulations. These are few and simple,

appealing to the student's self-respect and sense of personal responsibility. Persons of known bad character or of lazy habits are not wanted and will not be retained unless they show a decided desire to reform. Students from other colleges must present certificates of honorable dismissal.

Ohio University recognizes, and gives full credit to the classification of high schools made by the State Commissioner of Common Schools. Graduates from high schools of the *first* grade can enter the Freshman class of the University or the State Normal College *without examination,* ample opportunity being given them to make up required work in which they may not have reached full college standing. Graduates of high schools of the *second* grade can enter the third year of some one of the courses of the State Preparatory School.

Graduates from a first-grade high school, *English Course,* can enter the Freshman year of the course leading to the degree of Bachelor of Philosophy, with the understanding that they must take three years' work in Latin with college credit therefor.

Requirements for admission to the Engineering Courses are the same as for the Scientific Course in the College of Liberal Arts, except that modern languages may be substituted for Latin.

In requirements for admission to the Normal College modern languages may be substituted for Latin. Graduates from the English Course of a first-grade high school have the same privilege of substitution in regard to Latin as in the course leading to the Ph. B. degree.

In all cases where students seek to enter any of the colleges or departments of the University, without examination, a "Certificate of Application for Admission," stating the subjects satisfactorily passed in the high-school course and signed by the local superintendent of schools or principal of the high school, must be presented. Certificates, enabling prospective students to comply with the conditions herein stated, will be sent to all applying for them.

Candidates for advanced standing are, in all cases, examined to ascertain their thoroughness and proficiency; but certificates from other institutions will be accepted for the amount of work done in the different departments.

In exceptional cases students are admitted to classes for a week on trial, without examination, provided the professors in charge are reasonably certain that they can maintain their standing.

Women are admitted to all departments of the University on the same terms and under the same conditions as those prescribed for men.

A record is made of the daily work of each student. When the standing of the student, as shown by this record and examination, falls below an average grade of 70 per cent., he must review the study. A record is also kept of each student's deportment. A low standing in either record is followed by private admonition, and notice is given to the parent or guardian.

Whenever the conduct of a student is such as to indicate that he is unfit to be a member of the University, either because of immorality or because of habitual neglect of his college studies, he will be requested to withdraw. But in the latter case, his parents will first be notified, and if he is not withdrawn within a reasonable time, he will be dismissed.

All worthy young men and women can secure a college education if they very much desire it. If preparation for admission to a college class can not be made at home it can be secured in the Preparatory School connected with the University and the Normal College. Students with limited supply of money can work and study, taking longer time for the completion of a course, and in the end and with honor attain graduate rank.

The surest guaranty of success is an honest and a determined effort to succeed. If the student has learned nothing more during the years spent in college than how to study and how to investigate any subject of which he takes hold, no matter how meager his knowledge may be at the start, he will be able to enlarge it with astonishing rapidity. His time thus spent, whether it be measured by terms or years, will have been wisely employed. Our age is sadly in need of men and women who have such a preparatory training for life's duties.

RELIGIOUS INFLUENCE

Students are required to be present at general exercises in the chapel every morning, unless excused by the faculty, and to attend public worship on the Sabbath; but the choice of the place of attendance is left with the student or his parents. A students' prayer meeting is held once a week, at which attendance is optional. The University is not sectarian, and no effort is made to inculcate the doctrines of any particular creed or denomination; but the utmost care is taken to promote sound and healthy religious sentiments. We feel sure that nowhere do these matters receive more careful attention.

The founder of the Ohio University believed that "religion, morality, and knowledge are necessary to good government and the happiness of mankind"; and it has been the steady purpose of those to whom has been entrusted the duty of carrying out his plans to insist on the intimate relation existing between the three. The good man, the good citizen is not he who is best informed, but he who is constantly inspired with the thought that his knowledge should be used for the good of his fellow-men. Knowledge without virtue is a curse and not a blessing. It is the constant policy of both Trustees and Faculty to inspire students with the love of knowledge, and with desire to practice religion and morality. Accordingly only those persons are invited to profit by the means of instruction here placed within their reach, who are willing to conform their conduct as far as possible to the teachings of the Bible. We expect students who have spent some time with us to depart not only wiser, but also better, than they came. If such is not the case it will not be for want of care on the part of the Faculty.

YOUNG PEOPLE'S CHRISTIAN ASSOCIATIONS

Both the Y. M. C. A. and the Y. W. C. A. have flourishing organizations connected with the Ohio University, and a large proportion of the students are members of one or the other. These hold meetings weekly or oftener, provide lectures on religious or Biblical topics, and take an active inter-

est in promoting the spiritual, moral, and intellectual welfare of the entire student body. The management of the University is in hearty sympathy with the organizations and does all that is possible to aid them in their work.

FEES

There is no charge for tuition in any of the regular preparatory or collegiate classes, but all students pay a registration fee of five dollars per term.

All fees named are for *each* of the three terms of the college-year. For full statements regarding the work of the College of Music and the Commercial College, and the fees charged, see special announcements elsewhere. Instruction in Drawing and Vocal Music, in classes, is free to all students whose registration fees have been paid. The fee in Painting is ten dollars each term.

The regular fee in Chemistry is one dollar per term, and in Electrical Engineering fifty cents per term, to cover the cost of materials used. To this should be added a small charge for breakage — to careful students usually not more than a few cents. After the second term in Chemistry the regular fee is two dollars per term.

All fees must be paid within the first thirty days of the term. No exception can be made to this regulation. The registration fee must be paid when the student enters.

EXPENSES

Board and lodging can be obtained within a reasonable distance of the University at $3.50 per week. By forming clubs, students may board at from $2.00 to $2.50 per week. Those students whose circumstances require it, are allowed to board themselves, by which means their expenses may be still further reduced; but this plan is not recommended, because likely to be prejudicial to health and good scholarship.

The actual cost of an education at the University will depend very much upon the disposition and habits of the students. The necessary cost is very low — as low as that of any institution affording equal advantages. It is earnestly

recommended to parents not to furnish their sons or daughters with extravagant means. The scholarship and character of a student are often injured by a free indulgence in the use of money. Whatever is beyond a reasonable supply exposes him to numerous temptations and endangers his success and respectability.

As persons frequently wish to know, as nearly as may be, the cost of a student for one year at the Ohio University, the following estimates are here given.

LOWEST.		HIGHEST.	
Registration fee	$15 00	Registration fee	$15 00
Board in clubs, average	90 00	Board in private family	120 00
Room	30 00	Room	40 00
Books	15 00	Books	15 00
Laundry	20 00	Laundry	30 00
Incidentals	10 00	Incidentals	15 00
	$180 00		$235 00

This estimate is for three terms or forty weeks, and includes all necessary expenses. The additional charges for students who take electives in Chemistry and Electricity and for those receiving special instruction in Music, Painting, Elocution, and certain Commercial branches are elsewhere noted.

SELF-HELP

It is the glory of Ohio University that she does not shut any of her doors against the poor boy or girl. The munificence of the State of Ohio furnishes her sons and daughters with the educational facilities that once were deemed the prerogatives of the children of the rich.

Four young ladies recently formed a "Self-Boarding Club" and demonstrated that it is possible to have wholesome food, in ample measure, at a cost of one dollar per week for each person.

At the present time there are at least forty-five Ohio University boys making their boarding expenses, many of them are making more. There are twenty-four boys earning their meals by acting as waiters in restaurants and other boarding places. Eight boys earn their board by running

boarding clubs. Six boys are earning from $6.00 to $15.00 per month apiece by acting as janitor for different club rooms and churches in town. Still there are numerous others earning from a few cents a week up to a good salary by doing all kinds of work, such as reporting for the papers, collecting laundry, acting as agents for different firms, clerking in stores, and doing odd jobs for the town people. These are a few of the ways an energetic student can help himself through school. These positions are changing hands two or three times a year, that is, the most of them are, and if one is on the lookout he can soon get a good place.

Said a student recently: "I have been at Ohio University for two years and to me this is the place for the poor boy. It is a place where one can get the benefit of large appropriations made by the State for running the school; where almost all we spend is for our living expenses, which are as cheap, if not cheaper, than any place else; where the classes are comparatively small on account of the large faculty; where the location is very healthful, landscapes beatiful, and the water is as pure as can be found anywhere."

If anyone feels he cannot afford an education, let him remember that the students here who are working their way through school are the ones that stand at the head of their classes, and are the leaders in school. One boy, who was teaching in a country school, wisely made up his mind he wanted an education. He started in college and after five years of college work received his diploma. He was teaching for $40 before, now he gets more than twice that to start on.

METHODS OF INSTRUCTION

Instruction is given both by recitation and lecture. The constant aim in both is to awaken interest in study, to aid in the acquisition of knowledge, and to develop the power of thought and communication.

Some subjects can be better treated in lectures than others. The knowledge the student has of a subject is likewise a factor that is taken into account. The lecture method is generally better adapted to advanced students than to those who are still in the elements. After the elementary principles

have been thoroughly mastered from the text-book, supplemented with such elucidations as seem to be called for, the student is generally prepared to profit by the lectures of the teacher, and to grasp the wider outlook that is the result of a knowledge of a subject rather than of the contents of any single book, or even of several books. In the observational studies the learner is, as far as possible, brought face to face with the objects themselves under consideration. The classes in Botany and Geology make excursions into the surrounding country for the purpose of collecting specimens and deriving scientific knowledge from original sources. The classes in Surveying and Mensuration have practice in the use of instruments in field work.

COURSES OF STUDY

Such courses of study have been adopted as experience has proved to be best adapted to the purpose of liberal education. The Classical course, in fullness and matter, will compare favorably with that of the best institutions. The Philosophical course is so arranged as to meet the wants of those who may prefer to study modern languages and English branches instead of Greek, for which French, German, and English are substituted. In the Scientific, prominence is given to Mathematics and the Physical Sciences.

The Normal College courses are intended to fit students for the profession of teaching. A fuller statement of their aims and methods will be found in another part of this catalogue.

Those who are able to attend for a short time only, may take a select course, provided the studies they wish to pursue are such as they are qualified to enter upon with advantage. But no student will take a study to which he has not been assigned or discontinue a study, without permission obtained from the Faculty.

ELECTIVES AND SPECIAL WORK

Each student in a regular course will be required to take at least fifteen class exercises per week, and no student will be permitted to take more than eighteen, unless some of the

studies are *review* work, except on permission of the Faculty. This permission will be given only on the written request of the student. Students in any one of the courses can select subjects in any one of the others below the class to which they are assigned, but not above, except on approval of the Faculty, who must be convinced that they have had sufficient preliminary training to pursue the elected study with advantage. As will be seen, about half the subjects after the Freshmen year are elective. But in addition to these a large number of others are offered for the benefit of those persons who wish to specialize still further along particular lines. It needs to be noted, however, that they are not offered unconditionally. Regard will be had to the time at the disposal of the teachers and to the number of students taking any particular elective, as well as to their preliminary training. In all cases where a student's knowledge of English is defective, he must pursue this branch until his deficiencies are made up.

During the past few years a number of students, both undergraduate and post-graduate, have pursued advanced studies on special lines. With the recent increase in the number of Faculty a large number of students can be accommodated and in a larger number of branches.

No work *in absentia* will be allowed at Ohio University. Not more than two hundred hours' work, in addition to that of the three regular terms, may be taken by any student in the course of one year, and that only in the Summer, between Commencement and the opening of the next Fall Term.

DEGREES

The Bachelor's degree (A. B., Ph. B., B. S., or B. Ped.) is conferred upon students who have completed any one of the four courses laid down in another part of this catalogue. The fee for diploma is five dollars.

The Master's degree (A. M., Ph. M., M. S., or M. Ped.) will be conferred upon graduates of this or any other college who give evidence to the Faculty that they possess such literary and scientific attainment as will make them worthy recipients of it, and have, in addition, furnished a thesis after

one year's work in residence. The fee for this degree is ten dollars.

No degree will be conferred until all dues are paid.

THE EMERSON PRIZE POEM FUND

The late W. D. Emerson, of the class of 1833, bequeathed to the Trustees of Ohio University the sum of one thousand dollars, the interest on which is to be awarded every second year to the student or graduate of the institution who shall write the best original poem. The awards have been as follows:

YEAR.	NAMES.
1893.....	Miss Carrie Schwefel.
1895.....	Miss Esther Burns and Mr. John H. Atkinson.
1897.....	Miss Virginia M. Houston.
1899.....	Miss Virginia M. Houston, Mr. John H. Atkinson, and Miss Willa C. MacLane.
1901.....	Miss Willa C. MacLane.
1905.....	Miss Winnifred Richmond.
1907.....	Mr. Harold Edgar Cherrington.

Persons distinguished in the literary walks of the country have served as judges. Among these may be named: Miss Annie Fields, Mr. Maurice Thompson, Mr. E. C. Stedman, Mrs. Margaret E. Sangster, Mr. W. D. Howells, Mr. Clinton Scollard, Mrs. Ella Wheeler Wilcox, Prof. George E. Woodberry, Prof. W. H. Venable, Prof. George P. Baker, Prof. Henry Van Dyke, and Mr. Hamilton W. Mabie.

The thanks of the University authorities are due and are herewith tendered to the distinguished writers, who acted as judges, for the care with which they examined the verses submitted to them as well as for the interest they took in the competition.

For the information of future contestants, and others interested, the conditions of the competition for the Emerson Prize are herewith given:

Amount, about $100. Date of award not later than the opening of the Winter term, 1909.

The competitors must be either graduates or students in actual attendance at the University.

The poems must be in the hands of the President of Ohio University before the opening of the Winter term, 1909.

The prize will be awarded upon the merits of the production, not its length.

Anyone having, in any contest, been awarded first prize, shall not again be eligible to contest.

The judges shall be three disinterested persons appointed by the President of Ohio University and the Professor of English Literature *ibidem,* who shall independently of each other pass upon the productions submitted to them.

In the preparation of the MSS. the following regulations are to be observed:

Use the typewriter.

Use paper eight and one-half by eleven inches.

Write only on one side.

Mark the MSS. with some pseudonym or character, and send this in a sealed envelope, with your name and address, to the President of the University. This envelope will not be opened until the award of the judges has been made.

LITERARY SOCIETIES

There are two literary societies in the University, the Athenian and the Philomathean. They occupy well-equipped halls in the former chapel building. The members have opportunity to exercise themselves in Declamation, Composition, and Oratory, and to become familiar with the modes of conducting business in deliberative assemblies. Debating clubs are also formed from time to time by those students who desire to have more extended practice in the public discussion of important questions.

The first annual contest in oratory, between the two literary societies, was held in the Spring term of 1901. Each succeeding Spring term of the college-year has brought a contest of similar nature. The prizes have been as follows: First prize, $30; second prize, $20.

The results of the different contests are shown herewith:

YEAR.	FIRST PRIZE.
1901	May S. Conner, Philomathean.
1902	James P. Wood, Philomathean.
1903	Albert J. Jones, Philomathean.
1904	Clarence Matheny, Athenian.
1905	Harley E. Baker, Athenian.
1906	Fred Shaw, Athenian.

YEAR.	SECOND PRIZE.
1901	Lissa Williamson, Philomathean.
1902	Adam G. Elder, Athenian.
1903	Victor Alvan Ketcham, Athenian.
1904	Josephine Caldwell, Philomathean.
1905	Floyd S. Crooks, Athenian.
1906	Malcolm Douglas, Philomathean.

The "Brown Prize in Oratory" — Mr. James D. Brown, a public-spirited citizen of Athens, who has always shown a deep interest in the welfare of the University and a special interest in the oratorical contests, has made provision for prizes to be awarded to the three oratorical contestants winning highest grades as follows: — First prize, $50.00; Second prize, $30.00; Third prize, $20.00. This generous action has stimulated increased interest, among students, in the work of the literary societies.

PUBLIC SPEAKING AND ARGUMENTATION

Connected with the Winter-term course in the Department of English, College of Liberal Arts, is provision for a class in "Public-speaking and Augumentation." Near the close of the term, members of the class engage in a public debate, held in the auditorium of the University. These debates have grown in merit and interest.

"The Grosvenor Prize" — General Charles H. Grosvenor, an honored citizen of Athens, who for twenty years has been one of the leading debaters in Congress, has offered a prize of $25.00 to the winners of the Seventh Annual Debate to be

held in 1907. The subject to be debated is: "Resolved, That the tendency toward centralization of power in the Federal Government is a menace to the Republic."

FACILITIES FOR PHYSICAL INSTRUCTION

GYMNASIUM — The University has a large gymnasium which has already been equipped with considerable apparatus, and the supply is being increased from time to time. The dressing-rooms are supplied with large lockers for clothing and with hot and cold shower baths. The use of the baths and the gymnasium is free to students. A deposit fee of *one dollar* is required, of each student, as a pledge for the proper care of his locker and key. This fee will be returned to the student, when leaving college, if the key is returned and the locker left in good condition. In the conduct of the gymnasium the aim is not so much the development of a few gymnastic experts as the provision for wholesome exercise for the many. For this purpose regular instruction in light gymnastics is given for both ladies and gentlemen.

ATHLETIC FIELD — The athletic field is a level tract of ten acres, owned by the University and situated a few minutes' walk southward from the campus. The field has been equipped especially for base-ball and foot-ball. The campus itself provides room only for tennis courts, and for a small practice ground close by the gymnasium.

SUPERVISION OF ATHLETIC SPORTS — The general supervision of athletic sports is vested in a Faculty Committee.

The Advisory Board consists of the officers of the Athletic Association. These boards, under certain regulations, have charge of all financial affairs of the Athletic Association and the arrangement of all intercollegiate games.

The Faculty Committee, composed of five members, has charge of all matters involving the relation of athletic sports to the University; for example, the eligibility of players proposed for any University team and the investigation of charges of misconduct on the part of players. The policy of the committee is to foster the spirit of honor and gentlemanliness in athletics, to suppress evil tendencies, and to see that play shall not encroach too much upon the claims of work.

Requirements and Credits — All students, from the first Preparatory year to the Sophomore year, inclusive, regularly classified for scholastic work, are required to take at least two periods of gymnastic work each week, from October 1st to May 1st, unless excused by a physician's certificate or by vote of the Faculty Committee on Athletics. Credit is given to students of collegiate rank on the basis of credit for laboratory work, namely, three periods of exercise for one hour of credit, the maximum credit not to exceed ten hours per term.

DETAILED STATEMENT

OF THE

Departments of Instruction

GREEK

CHARLES W. SUPER, *Professor.*
ELI DUNKLE, *Associate Professor.*

It is the aim of this Department to enable students to read the authors commonly read in colleges and to make them acquainted as far as possible with the literature and life of the ancient Greeks. In teaching the language, especially that of Homer, attention is drawn to those words that are etymologically related to other languages, particularly Latin, German, and English. Especial prominence is given, as the student progresses, to the following points: First, form; second, vocabulary; third, relation to cognate languages; fourth, literature and history. The ear is regarded as equally important with the eye in the interpretation of words. When possible, some entire work of an author is read, as it is believed that a more lasting and more satisfactory impression will thus be made on the mind of the student than by the use of selections only. It is a well-established principle in the study and teaching of the ancient languages that they should be made, as far as possible, the basis of a study of antique life. The Greek language embodies the experience of the most remarkable people of antiquity,—a people whose achievements in literature, in the arts, and in government have been, and doubtless will continue to be, inexhaustible sources of profitable instruction. It is here claimed that the study of

the Greek language, together with all that should properly be taken in connection therewith, will contribute the most important elements of a liberal education. In our Preparatory Department we have attained the best results by keeping the student to the Attic Greek exclusively. In this way, and we believe in this way only, can he be firmly grounded in the essential forms of the most important of the Greek dialects. With it as a norm he is best enabled to understand the variations exhibited by the other dialects, even those that are older. Equivalents offered by students who have prepared elsewhere will be recognized and full credit given. The authors read in the college classes vary somewhat from year to year. During 1906-7 the following works were studied: portions of the Iliad; selections from Herodotus, Thucydides, and Xenophon; four orations of Lysias. Jones's Greek Prose; Kitchel's Plato entire; the Gospel of Luke and several of the Pauline Epistles; Euripides's Alkestis and Elektra; Sophokles's Elektra and Oedipus Tyrannus; Aeschylus's Prometheus Bound.

More important, however, than any quantitty of text perfunctorily read is a knowledge of the language and a true conception of Greek life and the artistic ideals of the Greeks. The college library is well supplied with works of reference to which every student has access and which he is urged to exploit to the fullest extent. But there are certain indispensable books which he must have at his elbow if he desires to make satisfactory progress and is not content merely to get the lesson for the day. These are a standard Greek Grammar; Goodwin's Moods and Tenses; Liddell and Scott's Lexicon; Peck's Classical Dictionary; a Classical Atlas. Some of these manuals are just as useful for the study of Latin as for Greek.

Students who wish to pursue Greek beyond the prescribed undergraduate course can be accommodated with three exercises per week for three terms, the subject to be studied or the authors to be read to be selected by the professor after consultation with the candidates. In addition to subjects exclusively Greek, one term in Greek history and one term in Comparative Philology may be taken.

LATIN

D. J. Evans, *Professor.*
Mary Ellen Moore, *Instructor.*

Admission to the Freshman class, without conditions, is given students who finish the Preparatory course of the Ohio University, and to those who bring from first-class high schools, certificates covering the same course, or an equivalent. This course is: Cæsar, four books; Cicero, seven orations; Vergil's Aeneid, Books I.-VI.; forty lessons in Latin Composition; and Roman History to the end of the Republic.

The work of the Freshman year is required for the degrees of A. B. and Ph. B., and consists of the study of De Senectute, De Amicitia, Livy, Horace's Odes and Epodes, and also weekly exercises in writing Latin. Credit of 156 hours is given.

The work of the Sophomore year is required for the A. B. degree, though 4th year Greek may be substituted for it. It includes the study of the Letters of Horace, Satires of Juvenal, selections from Seneca, Petronius, Pliny, and Quintilian. Credit of 117 hours is given.

ELECTIVES

1. A year is given to the study of the history of the Roman people to the end of the Republic, dwelling especially on the development of the constitution, growth of political institutions, and territorial expansion. Credit of 156 hours is given, but no credit is allowed unless the whole year's work is done.

2. Teachers' Course: Each Spring term a class is organized to qualify advanced students for teaching such Latin authors as are generally taught in first-class high schools. College credit of 24 hours is given for this work.

3. A one-year course in Medical Latin.

For 1907-8, students in Freshman Latin will provide themselves with Latin-English and English-Latin lexicons, Allen & Greenough's Latin Grammar, Bennett's De Senectute and De Amicitia, Peck's Livy, Books., II., XXI., and XXII.

Smith's Odes and Epodes of Horace, and Gow's "Classical Companion."

Students in Roman History (Elective) will be required to provide themselves with Epochs of Roman History and Classical Atlas.

The required work in Latin aims:

1. To teach students of fair ability to read understandingly the Latin authors usually studied in our colleges.

2. To enable students to translate at sight selections from Eutropius, Cæsar, Romæ Viri, and Cicero, and to write the Latin of simple English narratives.

3. To give as complete knowledge, as time permits, of Roman life and manners, customs, and political institutions.

4. To teach the pronunciation of Latin words and the scansion of Latin meters in most common use.

In the whole work the endeavor is to impress on the minds of students that the Latin is the language of a moral and practical people, who left their mark on the world in law and government, and that "Rome is the center of our studies and the goal of our thoughts; the point to which all paths lead, and from which all paths start again."

Harper's Lexicon, Kiepert's wall-maps of the Roman Empire and of various countries, Smith's Dictionary of Classical Biography, and Smith and Seyffert's Dictionaries are freely accessible to students for reference in their work.

They have access also to Simcox's, Teuffel-Schwabe's (Warr's translation), and Browne's Histories of Latin Literature; and to Guhl and Koner's Life of the Greeks and Romans.

MATHEMATICS AND CIVIL ENGINEERING

PROFESSOR HOOVER.

PROFESSOR ADDICOTT.

Mathematics

In teaching the pure Mathematics, especial attention is directed to the value of the study as a means of training the logical faculties. Constant stress is laid upon the steps of reasoning which underlie the various processes; and it is

insisted that the principal business of the college student of Mathematics is to apprehend these clearly.

FRESHMAN ALGEBRA — The continuation of Fisher and Schwatt's *Higher Algebra* used in the preparatory courses and starting with harmonical progression. In addition, the chapters on the binomial theorem, logarithms, permutations and combinations, variables and limits, the parts of Chapter XXXIII. on infinite series which contribute to the determination of the condition of convergency of the expansion of a binomial with any rational exponent, of the exponential and logarithmic series of Chapter XXXVIII., and of recurring series in Chapter XXXVII.; also, the parts of Chapter XXXV. embracing the theorem of undetermined coëfficients and its application to, at least, the expansion of rational fractions into series, partial fractions, and to finding "the general term"; recurring series, method of differences, interpolation, Chapters XXXIX. and XL. on determinants and the theory of equations, all illustrated by the solution of many original exercises. Given in Winter and Spring terms.

SOLID GEOMETRY — This is regularly given in the Fall and Winter terms. The abridged text of Phillips and Fisher is used. All the four books are taken, including all the original exercises. Constant attention is fixed upon the ultimate theorems to be established and thus the continuity and logic of the work are made prominent. Exact conception of the locus is distinctly aimed at, and considerable drill in mental work is given.

PLANE TRIGONOMETRY — There will be used, in the Spring term, the second revised edition of Wentworth's *Plane Trigonometry*. Hussey's mathematical tables will be used. Special emphasis will be put upon the analytical theory, and all parts of the work illustrated by large practice in the application of principles. In calculation the methods of the professional computer will be used.

SPHERICAL TRIGONOMETRY — Chauvenet's excellent and standard text is used. About all the text for which the student is, at this stage of his mathematical study, prepared is taken. Special pains is taken in computation.

ANALYTICAL GEOMETRY — Nearly all of Nichols's text is taken in the Winter term, special effort being put upon the original exercises. This branch is of great importance to engineering students. It is, besides, one of the most elegant undergraduate branches of study.

DIFFERENTIAL CALCULUS — This will be given in the Spring term of the Sophomore year. The whole of this part of Osborne's text will be used.

INTEGRAL CALCULUS — This is a continuation of the work of the previous term in Osborne's text and will be given in the Fall term of the Junior year. The method of limits is the basis for the theory. Extensive drill in integration is given the student that he may acquire skill in this refined and highly useful instrument of investigation.

APPLIED CALCULUS — This will begin in the Winter term of the Junior year and will be adapted to the wants of engineering students especially. The text used will be Perry's *Calculus for Engineers*. It will furnish a review of the more directly practical parts of the two preceding terms in Osborne's text.

ANALYTICAL MECHANICS — Bowser's text, applying every previous mathematical course of the student, is taken in the Winter term of the Junior year, and affords the best chance of show of ability of the mathematics he has so far had. About three-fourths of this text is taken, most of which relates to Statics and Dynamics.

COLLEGE ASTRONOMY — Young's *General Astronomy* is used, most emphasis being placed upon the parts of a more mathematical character. As largely as possible, the student is made acquainted with the methods of the professional astronomer.

ELECTIVES — The following are among the electives in recent texts by the best American and British writers: Advanced Theory of Equations, including advanced Determinants; Analytic Geometry of Three Dimensions; Differential Equations; Advanced Statics and Dynamics; Elliptic Functions; Spherical Harmonics; Least Squares; Mathematical Optics, and other mathematical Physics, with Theoretical Astronomy.

Civil Engineering

Work in Civil Engineering was planned under action taken by the University Trustees in 1904. This course is designed to give students a working knowledge of the subject.

Limit of Course — The course covers a period of two years. In that time such subjects are considered as will prove most beneficial in active work. Draughting-room and field practice make up the chief part of the course. Enough theory is given to make the work intelligible.

Equipment — The Department has quarters in the building known as the East Wing. Here can be found a classroom, an office, a drafting-room, a laboratory and instrument room, and a cement-testing laboratory. The laboratory contains five No. 1 transits, two Gurley 8-inch mining transits, two Ulmer 11-inch transits, and a Buff and Berger 11-inch transit. Also there are an Ulmer 18-inch Y-level, an Ulmer 14-inch Dumpy level, and two Gurley 20-inch Y-levels; also a Gurley Plane table, a Gurley compass and numerous other instruments essential to field work, such as tapes, leveling rods, range poles, hand levels, etc. The drafting room has thirty-two large tables with cabinets for drawing boards, paper, instruments, etc. It also contains two large mapping-tables for platting all surveys, a large blue-print frame and a washing tray, for making blue prints. The cement-testing laboratory is equipped with the most modern and improved apparatus. It contains a Fairbanks improved testing-machine, the Vicat, Gilmore's needles, moulds, sieves, etc. New instruments and apparatus will also be added as convenience and necessity require, and every effort made to keep the Department up to date in every particular.

Reference Works — The leading periodicals and magazines relating to Civil Engineering are in the department library and are accessible to the students at all times.

Course of Study—Civil Engineering

FIRST YEAR

Fall Term — Solid Geometry (4) Physics (5); Descriptive Geometry (3); Mechanical Drawing (2); English (3).

Winter Term — College Algebra (4); Physics (5); Descriptive Geometry (3); Mechanical Drawing (2); Freehand Drawing (1); English (3).

Spring Term — Plane Trigonometry (4); Leveling and Surveying (4); Descriptive Geometry (3); Mechanical Drawing (2); Freehand Drawing (1); Field Work (2).

SECOND YEAR

Fall Term — Railroad Engineering (4); Field Work (2); Electricity (4); Civil Engineering (4); Drawing (2); Cement Laboratory (1).

Winter Term — Electricity (4); Civil Engineering (4); Elements of Mechanics (3); Stereotomy (2); Drawing and Mapping (2).

Spring Term — Topographic Surveying (2); Electricity (2); Engineering Construction (4); Field Work (3); Drawing (2); Civil Engineering (2).

Explanatory Statement

The course in Civil Engineering is designed to give the student a thorough and practical training in the various subjects offered; and to give field and draughting-room practice of such a nature as will prepare him for active work.

The work in Mechanical Drawing continues throughout the Freshman year and embraces twenty plates. Much attention is given to lettering. Anthony's *Mechanical Drawing* and Reinhardt's *Lettering* serve as guides in this work. The work in Descriptive Geometry continues throughout the Freshman year. In the Fall and Winter terms it consists of recitations and problems relating to the right line, curved line, planes, tangents, and normals; to cylindrical, conical, and warped surfaces, and to their intersections. About fifteen original problems are required. Shades, Shadows, and

Perspective are taken up during the Spring term. Church's *Descriptive Geometry* is the text used.

Leveling and Surveying, of the Spring term, consists of four hours per week of recitations and two afternoons per week of field work, embracing the following: Leveling; Chain, Compass, and Transit Surveying; and the use of the Plane Table. The student is required to keep his field notes in proper form, to plat all surveys, and to make profiles of the level lines run. Conventional methods are used in all work. Gillespie's *Surveying* is the text used.

The work in Railroad Engineering is taken up in the Fall term of the second year. This consists of four hours per week of recitations and two afternoons per week of field and draughting-room work. A preliminary survey for a railroad is made and the topography taken. A contour map is drawn and a location projected. The text used is Searles's *Field Engineering.*

In Civil Engineering and Engineering Construction Fiebeger's *Short Course* will be the text-book used in the discussion of the various subjects offered. The Drawing and Mapping consists of original drawings and maps made from surveys taken in the field.

In Stereotomy, the work of French and Ives is used and enough class work is given to obtain a working knowledge of the subject. A number of original problems and drawings are required.

Merriman's *Elements of Mechanics* is taken up during the Winter term. Recitations of book lessons are supplemented by additional problems.

In the Spring term the work in Topographic Surveying is taken up and embraces the following: The accurate measurements of a base line, and triangulating a given section. The topography is taken by means of the stadia and hand level. From the survey a map is made and contour lines are drawn. Conventional signs are used to represent the different structures and objects that appear upon the map.

The work in Mathematics, Sciences, and English is done in the regular University classes.

Students of the Engineering Departments wishing to take

advanced standing in other institutions can do so by taking the required amount of mathematics, language, English, etc., in the regular classes of the Unirevsity.

Students at Ohio University can take up and complete, within two years, such engineering and scholastic studies as will give them admission, with full credit, to the Junior class of the Case School of Applied Science at Cleveland, Ohio.

Students in the Scientific Course of the University can, if they so desire, elect work in either of the Short Courses in Engineering.

RHETORIC AND ENGLISH LITERATURE

PROFESSOR CHUBB

The aim of the English Department is two-fold, to train the power of expressing thought, and to cultivate an appreciation of literature. In the classes in Rhetoric the main stress is placed upon the actual work in composition done by the student. In the study of Literature the endeavor is to quicken the artistic and æsthetic sense.

The Library is the laboratory of the English Department. In the study of an author different students are assigned different works for reading. Each student then reports, sometimes in an address, sometimes in an essay, upon the results of his reading.

When studying Literature emphasis will also be placed upon the practice of composition, and in the classes in Rhetoric much attention will be given to the study of Literature.

Preparatory to College English, the student must have a thorough knowledge of Grammar, and must have completed the following six terms' work or an equivalent:

PREPARATORY ENGLISH*

First Term: Composition and Rhetoric.

Second Term: American Literature — selections from Irving, Bryant, Whittier, and Poe.

* Much of the Preparatory English is done by the English Department of the State Normal College.

Third Term: American Literature continued — selections from Holmes, Longfellow, Hawthorne, and Lowell.

Fourth Term: English Literature — selections from Shakespeare, Milton, Pope, and Addison.

Fifth Term: English Literature continued — Wordsworth, Coleridge, Carlyle, Burns, and Arnold.

Sixth Term: Composition and Rhetoric — a study of Description, Narration, Exposition, and Argumentation.

The Amount of College English Required for Graduation

For the B. S. degree, 150 hours' credit.

For the A. B. degree or B. Ph. degree, 198 hours' credit.

COLLEGE COURSES

Fall Term

1. TENNYSON — A study of the Idyls of the King, In Memoriam, The Princess, and some of the shorter poems. Three hours. (Required.)

2. SHAKESPEARE — Julius Cæsar, Macbeth, Hamlet, Othello. These plays will be studied in class. In addition four comedies will be assigned for cursory reading. One lecture a week will be given. Four hours. (Sophomore elective.)

3. COLLEGE RHETORIC — In this work the stress is placed upon paragraph-writing and editorials. Three hours. (Required for all degrees, Sophomore.)

4. HISTORY OF ENGLISH LITERATURE — A text is studied and each member makes a special study of a topic assigned. Four hours. (Junior required.)

Before taking this course, students are required to have read the following English masterpieces: Shakespeare's Hamlet, Macbeth, As You Like It, and Othello; Milton's Paradise Lost, Book I., Lycidas, L'Allegro, and Il Penseroso; Bunyan's Pilgrim's Progress; De Foe's Robinson Crusoe; Swift's Gulliver's Travels; Pope's Rape of the Lock; Goldsmith's Vicar of Wakefield; Burns's Cotter's Saturday Night, The Two Dogs, and Tam O'Shanter; Shelley's Cloud, Sky-

lark, and Ode to the West Wind; Keats's St. Agnes, Grecian Urn, and Nightingale; Browning's Pippa Passes; Tennyson's In Memoriam and The Princess; Scott's Ivanhoe, Kenilworth, Talisman, *or* Woodstock; Eliot's Adam Bede, Mill on the Floss *or* Middlemarch; Dickens's David Copperfield, Pickwick Papers, Oliver Twist, *or* Old Curiosity Shop; Thackeray's Henry Esmond, Vanity Fair, *or* The Newcomes; Stevenson's Treasure Island, Master of Ballantrae, *or* David Balfour.

5. The English Bible — This course is offered by several professors. It is open to all. One hour. Given each term.

Winter Term

6. Emerson — The prose of Emerson is studied, also Chubb's "English Words." Three hours. (Freshman elective.)

7. Shakespeare — A Study of the English Historical Plays in chronological order, King John, Richard II., Henry IV., Henry V., Henry VI., Richard III., and Henry VIII. Four hours. (Open to all who have taken the first term in Shakespeare.)

8. Public Speaking and Argumentation — This course is to give a training in public speaking, special stress being placed upon argumentation. It is not intended to be a course in formal logic, but a study of the principles of argumentation as used in every-day life. Each student will appear at least once during the term in a public debate given in the University Auditorium. Alden's "Art of Debate" is the text used in connection with the study of specimens of argumentation. Open to all who have taken Course 3. Three hours.

9. Browning — A study of his shorter poems. Three hours. (Senior elective.)

Spring Term

10. Byron, Keats, and Shelley. Three hours. (Freshman elective.)

11. Chaucer — Three hours. (Sophomore elective.)

12. Nineteenth Century Prose Literature — Ruskin,

Carlyle, and Arnold are studied in class. Four hours. (Junior required.)

13. The Greek Drama in English — This course is for those who have no knowledge of the Greek drama in the original. Several of the plays of Aeschylus, Sophocles, and Euripides will be read. The course is open to those having taken the Shakespeare courses. It will alternate with the course in Chaucer. (Elective.) Three hours.

HISTORY, ECONOMICS, AND POLITICAL SCIENCE

Professor Elson

Clement L. Martzolff, *Instructor.*

Modern European History

The growth and development of the great nations of the present time will be studied. Especial attention will be given to the countries of modern times whose history is closely connected with that of the United States. The evident decline of some of the nations of modern Europe will be noted and an attempt will be made to find the reasons therefor.

Some time will be devoted to a study of China and Japan.

Fyffe's "Modern Europe," Schwill's "Modern Europe," "World Politics," by Paul Reinsch, Noble's "Russia and the Russians," and the standard text-books on English and French history will be used in 1907-8.

United States History

The importance of the study of United States History in preparing citizens to exercise the duties incumbent upon them as members of the body politic is growing more apparent every year. Therefore the aim of the teaching in this department is so to read the history of the past as to throw light upon present civic and economic problems, and thus aid in their solution. The disciplinary value of the subjects included in this department is kept constantly in view. History is regarded as a record of the social, economic, moral, and political life of the people. Environment, former ideas, and changing industrial conditions are all considered as im-

portant factors in determining the course of events. The work of our great leaders in thought and action is studied carefully in connection with the history of the people. Students are encouraged to investigate the civil and economic questions of the present day with minds as free as possible from partisan prejudice and preconceived opinions.

The standard books in Civics and Economics are studied, and the views therein expressed are freely discussed in the class-room. Government publications, magazine articles, and other valuable material are read for the purpose of obtaining all the light possible upon the subject under discussion as well as to broaden the mental vision of the student. The work for the year 1906-7 was as follows:

Preparatory United States History — Required

First Year: Fall Term — History of the United States, three hours per week.

Winter Term — History of the United States, four hours per week.

Spring Term — Civil Government, five hours per week.

Collegiate History — Elective

Fall Term — The Colonial Period and the Formation of the Union, four hours.

Winter Term — The Period of Slavery Agitation, four hours.

Spring Term — The Civil War and the Reconstructed Nation, four hours.

Elson's *History of the United States* will be used as a guide in the study of the foregoing course.

Special Electives

Fall Term — History and Study of the Constitution of the United States, two hours. The Territorial Expansion of the United States, two hours.

Winter Term — Reinsch's *World Politics,* two hours. Comparative Governments.

Spring Term — The History of Political Parties, three hours. Municipal Government, three hours.

In the Special Electives, the Madison Papers, The Federalist, Poore's Constitutions and Charters, American State Papers, Reports of Directors of the United States Mint, the Congressional Globe and Record will be used in connection with the standard histories. The volumes of Bancroft, Rhodes, Von Holst, Schouler, Pitkin, and the American Statesman Series are constantly at hand for reference. Hamilton's, Jefferson's, Clay's, and Calhoun's works are always accessible and often used.

Political Economy

FALL TERM — *The Elementary Principles of Political Economy* to Chapter V., Book III.

WINTER TERM — *The Elementary Principles of Political Economy* completed.

The work outlined above is required in the Collegiate Department. *The Elementary Principles of Political Economy* by Ely and Wicker will be the text used. The fundamental principles of the subject will be studied in the first term, followed in the second term by their practical application to the questions of to-day.

Elective Economics

WINTER TERM — Advanced Economics, three hours.

SPRING TERM — Money and Banking, three hours.

Hadley's Economics will serve as a text-book in the Winter term. F. A. Walker's Political Economy and Marshall's Principles of Economics will be used as references.

"Money and Banking," by Horace White, will be used as a text-book in the work of the Spring term.

PHILOSOPHY, ETHICS, AND SOCIOLOGY

PROFESSOR TREUDLEY

The purpose of the various courses offered in the accompanying schedule of work is not only to acquaint students with the general lines of thought, but to aid them to acquire power to reflect upon the problems of life and conduct. If there be sufficient demand, special studies may be offered

kindred and supplementary to those which are announced. It is the purpose of the department to make this work practical not only in so far as the individual's own thinking is concerned, but also as regards the bearings of these themes upon public and private life.

COURSES OF STUDY

Fall Term

1. Ethics — Three hours per week. Required of all Junior students in the course leading to the degree of Bachelor of Philosophy, and of Normal-College students in the Sophomore year, and elective for all others of equal standing. The purpose of this course is to set forth the general principles of conduct with their application to life and character.

2. Logic — Four hours per week. Senior required.

3. History of Philosophy — Three hours per week. Required of all students in the courses leading to the degree of Bachelor of Philosophy and Bachelor of Pedagogy and elective for Juniors and Seniors in other courses. The work of this term will embrace a study of Greek philosophy and its bearing upon subsequent thought.

Winter Term

1. Sociology — Three hours per week. Required of all students in the course leading to the degree of Bachelor of Philosophy in the Junior year, and of all Normal-College students in the Sophomore year, and elective for all others of equal standing.

2. History of Philosophy — Three hours per week. Required of all students in the course leading to the degree of Bachelor of Philosophy and elective for all other students of Junior and Senior standing. Particular study will be made of Mediæval Philosophy and the philosophy of the Seventeenth century.

3. Ethics — Three hours per week. Elective for Juniors and Seniors and students having had first term Ethics. This course is designed to supplement the work offered during

the Fall term by extending it so as to include a further study of the more fundamental questions affecting the individual and social life.

Spring Term

1. History of Philosophy — Three hours per week. Required of all students in the course leading to the degree of Bachelor of Philosophy and elective for all Juniors and Seniors in other courses. Special study will be made of Modern Philosophy.

2. Sociology — Three hours per week. Elective for Juniors and Seniors and students having had the first term in Sociology. The purpose of this course is to supplement the required course in Sociology by an examination of social conditions as found in modern life.

BIOLOGY AND GEOLOGY

Professor Mercer

J. E. McDaniel, *Instructor.*

This Department embraces all the subjects properly belonging to Biology, together with Inorganic and Organic Geology.

The work in Zoology begins with the Fall term of the Freshman year. Abundant opportunity is offered for field work. In addition to the material gathered by the class, use is made of preserved marine types which are received from time to time for the purpose of dissection. Each student is required, also, to spend some time in the Zoological Museum, which contains many valuable specimens.

The student enters the laboratory at the very start, and such types are placed before him for examination and dissection as will lead him step by step to correct habits of observation, by which he is enabled to comprehend the close relations of one form of life to another. As this work is in progress, the subjects under examination are fully discussed, and, on the completion of each dissection, the student is examined upon the work done. Drawings are required of the different parts and organs, in all cases. After a few

types have been studied in the laboratory the subject of classification receives careful attention.

An advanced course in Zoology is offered in the college proper, and a scholarship has been established which insures free tuition and laboratory privileges at the Marine Biological Laboratory, Cold Spring Harbor, Long Island, to the student in this Department doing the highest grade of work. The importance of the advantages thus secured cannot be overestimated, as the student is given abundant opportunity to study marine life amidst its proper environments. He will, to this end, be expected to assist frequently in dredging, for which a naphtha launch is provided.

The course in Preparatory Physiology aims to give a good general knowledge of Anatomy and Hygiene, and the functions of the different organs. Occasional dissections are performed before the class, and some laboratory work is required of all. In the collegiate course this subject is studied by more advanced methods. Osteology receives close attention, and each student is expected to give some attention to dissection, besides making a practical study of a few histological structures. Physiological principles and theories are discussed according to the latest investigations; and, in this connection, experiments are performed in the laboratory. The department is supplied with a valuable skeleton and superb French anatomical models. (For more advanced work in Anatomy and Physiology, see Preparatory Medical Course.)

Elementary Botany is required in all the Preparatory courses except the classical. Work begins with an observational study of germinating plantlets, all students being required to sow the seeds of several representative plants and to make careful drawings of the different stages of growth. Leaves, roots, and stems are studied from the objects as far as practicable, and careful dissections of certain typical flowers precede the regular work of Systematic Botany. As time permits, the student is given some insight into the microscopic structure of plants by practical work in the laboratory. An herbarium of not less than forty plants will be required of all, or an equivalent in laboratory work. In

the collegiate course the student is set to work at once with the microscope, the object being to secure a knowledge from actual observation of the general anatomy and physiology of plants. This is followed by work upon the Cryptogams, and all will be encouraged to make some special investigations for themselves.

The University is thoroughly equipped for work in General Biology, a required subject in all the collegiate courses. A biological laboratory has recently been completed and fitted up with modern apparatus, including a steam sterilizer, fine optical appliances, dissecting instruments, water bath, paraffin bath, CO_2 freezer, Minot Microtome, etc. The student is given practical training in Miscroscopy, and is taught the process of staining and preparation of permanent mountings. It is the intention to give a thorough knowledge of the structure and mode of growth of typical plants and animal forms, and the laboratory work is accompanied with lectures, in which the composition of organisms, methods of reproduction, development, and other biological subjects are discussed.

At an early stage of the work in Geology, such objective study of minerals is pursued as will enable the student to comprehend the composition of rocks, which is next taken up. To supplement the text, lectures may be given from time to time upon Dynamical, Structural, and Paleontological Geology, and these subjects are further studied in the field. Work is also offered in Determinative Mineralogy. A large cabinet of minerals is open at all times to the student of Geology.

The stereopticon is in constant use in the Department to illustrate the lectures. The facilities for making lantern slides are such that many additions are made annually to the already quite complete set of over eight hundred slides.

Works of Reference — Parker & Haswell, Text-book of Zoology, Schafer, Text-book of Physiology, Marshall & Hurst, Practical Zoology, Stewart, Manual of Physiology, Bessey's Botany, Goodale's Physiological Botany, Gray's Structural Botany, Woll's Diatomaceæ of N. A., and Desmids of the U. S., Strasburger's Manual of Vegetable Histology, Goebel's Outlines of Classification and special Morphology, Vine's Physiology of Plants, DeBarry's Comparative

Anatomy of Phanerogams and Ferns, Huxley's and Martin's Biology, Sedgwick and Wilson's Biology, Packard's Zoology, Lang's Vergleichende Anatomie der Wirbellosen Thiere, Landois's Physiology, Stirling's Histology, Piersol's Histology, Shafer's Essentials of Histology, Carpenter's The Microscope, Frey's Microscopical Technology, LeConte's Elements of Geology, Dana's Manual, Dana's Mineralogy, Crosby's Mineralogy, Lyell's Principles of Geology, Geikie's Text Book of Geology, Government Reports, complete sets of the American Journal of Morphology, Illustrated Flora of the Northern United States and Canada, by Britton and Brown, Schafer's Text-book of Physiology, Chavau's Comparative Anatomy of the Domesticated Animals, and Campbell's Text-book of Botany.

CURRENT JOURNALS — American Naturalist, Science, American Journal of Anatomy, Biological Bulletin, Ohio Naturalist, Journal of Experimental Zoology, Mycological Bulletin, Nature Study Journal, Popular Science Monthly, and the reports of all the leading scientific societies.

Preparatory Biology

Fall Term — Physiology and Hygiene.
Winter Term — Botany.
Spring Term — Botany.

This work is required of all students five hours each week for the entire year.

College Biology

Fall Term — Vertebrate Zoology. (Sophomore elective) 4.
Osteology. (Sophomore elective) 4.
Microscopy and Histology. (Junior elective) 5.
Structural Botany. (Senior required if Geology is not taken) 4. Course given 1907.
Geology. (Senior required) 4. Course given 1908.
Experimental Physiology. (Junior elective) 4.

Winter Term — Invertebrate Zoology. (Freshman required) 2.
Anatomy. (Sophomore required) 4.
Histology. (Junior elective) 5.
Bacteriology. (Junior elective) 4.
Human Anatomy. (Elective) 4.

Spring Term — Invertebrate Zoology. (Freshman required) 4.
Physiology. (Sophomore required) 4.
Embryology. (Junior elective) 5.
Nature Study. (Required of all Normal students; elective for all other students) 4.
Human Anatomy. (Elective) 4.

Summer Term — Physiology. (Sophomore required) 4.
Preparatory Botany. (Winter term work) 5.
Teacher's Physiology, (Advanced) course) 5.
Structural Botany. (Senior) 4.
Nature Study. (See Spring term work) 4.

All the college courses are laboratory courses. It requires two hours of actual work in the laboratory for one hour credit. All four-hour courses are made up of at least two laboratory periods and two lectures or recitations each week of the term, and all other laboratory courses in the same proportion.

Any student electing the course in Histology and Embryology must plan to take the entire work of the year.

Description of Courses

1. Anatomy — The laboratory work will be mainly dissection of the cat or rabbit and the study of microscopic sections of all the important organs.

2. Physiology — The course will consist of at least two lectures or recitations one hour each and two laboratory sections of two hours each, every week of the term. This will be a course of actual demonstration of the functions of the different organs of the body. For example, the student actually tests the action of the reagents found in the gastric juice upon the food principles. He then uses the gastric

juice prepared from the stomachs of different classes of animals, and tests its action upon different foods, the changes thereby being brought before the eye. Experimental Physiology forms a large part of this course.

3. Histology — This course includes a careful study of technic; taking fresh tissue and carrying it through to the finished slide by the most approved and modern methods. The student also makes a study of the finished slide and makes drawings of many type tissues. This course is designed thoroughly to fit the student preparing for the study of medicine, as well as to give the student in general a thorough idea of the structure of the human body preparatory to the study of physiology.

4. Botany — Study begins with the plant cell and traces the development of the plant through the successive orders to the flowering plants. Attention will be given to living plants, including plant histology, and a general consideration of all the life principles involved in plants.

5. Invertebrate Zoology — The course in Zoology takes up the study of animal life in the line of development, beginning with the amoeba and tracing the line by means of type forms through the succeeding orders to the vertebrates.

6. Vertebrate Zoology — This course includes all of the Phylum Cordata except the mammals. The type forms studied are the Amphioxus, the dog-fish, the perch, the frog, the turtle, and the English sparrow. A careful dissection is made of all these forms, but more time is spent on the frog than on any other form. The muscular, the nervous, the digestive, the circulatory, and the respiratory systems are compared in each case to show their relationship and their advancement as we ascend the scale in Cordata. Physiology plays a very important role in this course for all of these forms.

7. Bacteriology — This course is mainly one of technic. The student prepares all the common media, inoculates specimens of many of the different forms of bacteria and studies the growth and action of the same. He also gets a fair idea of the methods of identification of common forms, making slides from the cultures.

8. Embryology — In this course the student follows

carefully the development of the chick, makes slides of the embryo at different ages from four hours up to seventy hours, and prepares museum specimens of the chick from that to twenty-one days. He supplements his work with careful reading and comparisons with the development of the mammal, and makes dissections of a fetus of pig or cow. Serial sections of pig embryos from 5 *mm.* to 30 *mm.* are studied throughout the entire course.

9. Experimental Physiology — In this course the frog is used to a large extent in performing the experiments. A complete set of the Harvard apparatus is in constant use. The activities of the muscles and all of the vital organs are observed and tracings made in many cases. The relation of the nerves to the muscles are shown in many ways, including the central nervous system and the sympathetic system. Dr. Fish's manual is used as the basis for the laboratory work, with Porter's Physiology as a constant reference work.

10. Nature Study — This course is given during the Spring and Summer terms. It is a course especially adapted to the teachers in the public schools. It will include a study of birds, insects, flowers, and trees in the field. The field of this course is so large that the main object of the work will be to interest the student in nature by giving him a course of observation lessons. Each division of this course will be taken up in a thoroughly scientific method as far as it is studied, so the student will be gaining actual classified knowledge while he is becoming interested in the things around him.

DEPARTMENT OF MEDICAL SCIENCES

It is desirable in many cases that students looking forward to the medical profession should, after spending four years in collegiate work, be admitted to advanced standing in medical schools, whereby a year's time may be gained. With this object in view, the Department of Biology now offers such work as is, in conjunction with Physics and Chemistry, recognized by the best of these schools the full equivalent of a year's professional study. The Departments of Physics and Chemistry furnish abundant opportunities for the work required in that direction. The biological work is, from the

very outset, suited to the needs of the medical student. To this end it properly begins with General Biology, to be followed by a comparative study of animal forms and of phanerogamic and crytogamic plants. The development of some vertebrate is closely studied, and preparations of embryos are required of each student. Throughout the entire course close attention to laboratory work is insisted upon. Practical instruction is given in the preparation of microscopic objects, and the student is taught the technique of section cutting and mounting. A practical knowledge of Human Anatomy is obtained from the careful dissection of the human body. Arrangements have been made whereby students of the University are allowed, under certain conditions, to attend post-mortem examinations and to assist in the work. The laboratory is provided with modern apparatus for accurate investigation of disease germs, and the student is therefore required to do practical work in the all-important subject of Bacteriology.

Premedical Sciences (Required Subjects).

FALL TERM SUBJECTS.	MON.	TUES.	WED.	THURS.	FRI.	HRS.
Physiology and Hygiene...	Rec. (1)	Rec. (1)	Rec. (1)	Rec. (1)	Rec. (1)	75
Structural Botany.....	Rec. (1)	Rec. (1)	Lab. (2)	Lab. (2)	Lab. (2)	120
Inorganic Chemistry.....	Rec. (1)	Lab. (2)	Rec. (1)	Lab. (2)	Rec. (1)	105
Elementary Physics.... ...	Rec. (1)	Lab. (2)	Rec. (1)	Lab. (2)	Rec. (1)	105
German	Rec. (1)	Rec. (1)	Rec. (1)	Rec. (1)	Rec (1)	75
WINTER TERM SUBJECTS.						
Comparative Anatomy.....	Rec. (1)	Lab (2)	Lab. (2)		Rec. (1)	72
Invertebrate Zoology				Rec. (1)	Lab. (2)	36
Inorganic Chemistry.....	Rec. (1)	Lab. (2)	Rec. (1)	Lab. (2)	Rec. (1)	84
Elementary Physics.....	Rec. (1)	Lab. (2)	Rec. (1)	Lab. (2)	Rec. (1)	84
German.	Rec. (1)	Rec. (1)	Rec. (1)	Rec. (1)	Rec. (1)	60
French.	Rec. (1)	Rec. (1)	Rec. (1)	Rec. (1)	Rec. (1)	60

Premedical Science (Required Subjects) — Concluded.

Spring Term Subjects.	Mon.	Tues.	Wed.	Thurs.	Fri.	Hrs.
Chemical Physiology		Lab. (2)	Rec (1)	Lab (2)	Rec. (1)	72
Invertebrate Zoology.....	Rec. (1)	Lab. (2)	Lab. (2)	Rec. (1)		72
German	Rec. (1)	Rec. (1)	Rec. (1)	Rec. (1)	Rec. (1)	60
French.....	Rec. (1)	Rec. (1)	Rec. (1)	Rec. (1)	Rec (1)	60

Medical Sciences.

Fall Term Subjects.	Mon.	Tues.	Wed.	Thues.	Fri.	Hrs.
* Histology	Rec. (1)	Lab. (2)	Lab. (2)	Lab. (2)	Rec. (1)	120
* Qualitative Analysis	Lab. (3)	Lab. (3)	Lab. (3)			135
* Experimental Physiology	Rec. (1)		Lab. (2)		Lab. (4)	105
* Comparative Vertebrate Anatomy	Rec. (1)	Lab. (2)	Rec. (1)	Lab. (2)		90
* Osteology	Rec. (1)	Lab. (2)	Lab. (2)		Lab. (2)	105
Advanced Physics	Rec. (1)	Lab. (2)	Lab. (2)	Rec. (1)		90
Medical Latin	Rec. (1)	Rec. (1)	Rec. (1)			45
Winter Term Subjects.						
* Histology, including Neurology.....	Rec. (1)	Lab. (2)	Lab. (2)	Lab. (2)	Rec. (1)	96
* Bacteriology	Lab. (2)	Lab. 2)	Lab. (2)	Rec. (1)		84
* Human Anatomy.	Lab. (2)	Lab. (2)	Lab. (2)	Lab. (2)	Rec. (1)	120
* Organic Chemistry	Rec. (1)	Rec. (1)	Rec. (1)			45
Quantitative Analysis....	Lab (3)	Lab. (3)	Lab. (3)			108
Physical Chemistry.....			Rec. (1)	Rec. (1)	Rec. (1)	26
Advanced Physics	Rec. (1)	Lab. (2)	Lab. (2)	Rec. (2)		72
Medical Latin	Rec. (1)	Rec.. (1)	Rec. (1)			36

Medical Sciences—Concluded.

Spring Term Subjects.	Mon.	Tues.	Wed.	Thurs	Fri.	Hrs.
* Embryology	Rec. (1)	Lab. (2)	Lab. (2)	Lab. (2)	Rec. (1)	96
* Human Anatomy..	Lab. (2)	Lab. (2)	Lab. (2)	Lab. (2)	Rec. (1)	108
* Qualitative Analysis	Lab. (3)	Lab. (3)	Lab. (3)			108
Quantitative Analysis....	Lab. (3)	Lab. (3)	Lab. (3)			108
Electro-Chemistry			Rec. (1)	Rec. (1)	Rec. (1)	36
Advanced Physics.....	Rec. (1)	Lab. (2)	Lab. (2)	Rec. (1)		72

All subjects in the group of the premedical sciences are required in all the college courses. The starred subjects in the schedule of medical sciences are required of all students desiring advanced standing in medical colleges. It is possible for a student to take the entire group of subjects in the schedule of medical sciences as electives during a four-year course at the University.

The figures in the column marked *Hrs.,* in the schedule, indicate the number of actual hours worked in each subject. All other figures indicate the number of hours worked each day.

It is necessary for each student who has medicine in view to register with the Ohio State Board of Medical Registration and Examination not later than the beginning of his senior year in this University. The fee for this registration is $2.00. The officer who has this in charge at Columbus is Dr. Geo. H. Matson to whom all inquiries on this subject should be addressed.

Among the books of reference to be found in the library may be mentioned Gray's Anatomy, Quain's Anatomy, Holden's Anatomy, Landois and Sterling's Physiology, Hertwig-Mark's Text-book of Embryology, Lehrbuch der Vergleichenden Entwicklungsgeschichte (Korschelt & Heider), Minot's Human Embryology, Zeigler's General Pathology, Stoehr's Histology, Von Kohlden's Pathological Histology, Korschelt & Heider, Text-book of Embryology of the Invertebrates,

Wilder and Gage's Anatomical Technology, Weidersheim's Comparative Anatomy, Sternberg's Bacteriology, Reference Hand-book of Medical Sciences, Spalteholz's Hand Atlas of Human Anatomy, and standard texts and guides in Histology. The following subjects are comprehended in this course: General Biology, Zoology, Mammalian Anatomy, Human Anatomy, Histology, Physiology, Structural and Systematic Botany, Vegetable Histology, Embryology, and Bacteriology.

PHYSICS AND ELECTRICAL ENGINEERING

Professor ATKINSON.

GEORGE E. MCLAUGHLIN,
Assistant in Electrical Engineering and Instructor in Shop Work.

RHYS DAVID EVANS,
Instructor in Laboratories.

1. ELEMENTARY PHYSICS — This work is required in the first and second terms of the third preparatory year in all the courses of study. Recitations three times a week; laboratory work four hours a week. A laboratory fee of fifty cents a term is charged. The class-work will not be required of those having a diploma from a First Grade high-school; but the laboratory course will be required of all high-school graduates and others who have not had its equivalent. Millikan & Gale is used as text-book.

2. GENERAL PHYSICS — This course is required throughout the Junior year of the Scientific course, and is open as an elective to students in other courses, provided they have the preparation required of students regularly in this course. In all cases, the course in General Descriptive Chemistry, or its equivalent, must precede this course in Physics. Hereafter, also, a knowledge of Analytical Geometry and Calculus will be required. The instruction consists, first, of class work, with experimental demonstrations; second, of individual laboratory work of an advanced character. As an outline of class work, Hastings & Beach will be used, though refercences to numerous works on Physics, particularly on special subjects in Physics, will be given as supplementary to the text. The laboratory portion of the work will be adapted to

the requirements of Junior students and will presuppose the work in Course I, or its equivalent. Recitations three times a week, laboratory six hours a week. Ames & Bliss, Nichols, Stewart & Gee, Millikan, Ferry, and other authors are used as laboratory references.

3. PHYSICAL LABORATORY — This will be a special elective course in heat and light, given in the Senior year and open to those who have already had 1 and 2.

4. PHYSICAL LABORATORY — This is elective, and will be open on the same terms as 3. The course consists of exact measurements in electricity and magnetism. A very excellent special laboratory is now used for the work of this course, and the aim is continually to improve the facilities. Nichols, Stewart & Gee, Kempe, Carhart & Patterson, Stine, and Ayrton, will be used as references. Class work twice a week. Laboratory six hours a week during third term.

PHYSICAL LABORATORY — This is an elective course, given in the first term, Senior year, consisting of a study of dynamo electric machines to the end of determining and platting their characteristics, efficiency, regulation, etc. Lectures twice a week. Laboratory six hours a week.

The fee for laboratory privileges is fifty cents a term.

Electrical Engineering

OPPORTUNITIES — The rapid development of electricity for the purpose of light and power, and its general introduction into all forms of industry, have created a demand for men well qualified in this branch of engineering. The profession offers excellent opportunities for young men, and the field is so broad that the chances for rapid promotion are very flattering to those properly qualified. The thoroughly educated man who combines practical experience with his theoretical knowledge of electrical engineering is in special demand; for many now engaged in this work are poorly fitted for its duties. The University does not lose sight of the fact that mind training is its chief business. Yet it is the guiding principle of this Department that the education of the mind is none the less efficient for making use of the materials for this purpose which may at the same time be applied by the

trained mind to earning a livelihood. We hold that, instead of being opposed, these two features are correlative.

Ohio University is a State institution, and a free library, now occupying the new Carnegie Library Building, literary societies, musical, scientific, and other organizations add much to the advantages of students. All the regular literary departments of the University are open to engineering students, if they choose to elect any of the general work there offered. The whole atmosphere of college surroundings is beneficial, and constitutes no small advantage over the purely technical school. In Ohio University small classes, usually ten to forty, and attention to individual students are advantages that can not be over-estimated.

There is a growing demand for salesmen of electrical machinery and supplies, and for men with business qualifications to manage the practical affairs of the electrical industries, and to take charge of parts of their business interests. These demands are sure to continue for some years to come. It is these demands that we are aiming to meet in the training of our students. The course in Electrical Engineering offers what we think no similar course contains; namely, a year's elective course of training in business. The student will thus be able to take a position either in the technical or business departments of any of the electrical industries. This course is especially adapted to engineering students. It is believed that the student's opportunities are enhanced several fold, not only through the self-confidence thus gained, but his ability to do something as well as to know something.

Equipment — The University possesses an excellent incandescent lighting plant, used for lighting the buildings and campus, with the design of extending to the student practical training in the construction, operation, and care of electrical and steam machinery. The plant is modern in all its parts, and meets our present requirements for light and power quite satisfactorily. Very extensive additions to the electrical equipment have been made recently. Both direct and alternating currents are used. The switches and fittings on the boards, wiring and general installation are all the work of students. Modifications and extensions from time to time

give others excellent opportunities to obtain valuable practice. This practice also includes dynamo and engine tests, attaching indicators, obtaining and interpreting cards, valve settings with and without the indicator, etc. The equipment consists, in part, of a large laboratory for Elementary Physics and Electricity, a laboratory for advanced Physics, one for electrical measurements, a lecture room, office, photographic dark room, photometry room, drafting room, a dynamo, motor and transformer laboratory, a shop, and a boiler and engine room. In all these, students have the advantage of practical training in the various phases of electrical and steam engineering work. Great expense has been incurred in equipping these departments of work, and additions will be continually made in order to keep up with the times and the increased enrollment. The power room contains a direct-connected Thompson-Ryan-McEwen set, a Corliss engine belted to a 3-phase generator, and a vertical Erie engine, and the necessary switch-boards and other appliances; the steam power being derived from a 100 horse-power boiler located in an adjacent room. The dynamo laboratory contains a Westinghouse multipolar machine which can be used as a compound generator or as a motor to drive the countershaft to which are belted other machines, which in turn may serve different purposes for power and tests; for example, a Western Electric arc machine, a Westinghouse bi-polar incandescent, T. H. generator, a multipolar alternator, an induction motor (three-phase General Electric), a rotary converter with pulley, and a 10 horse-power multipolar motor and generator. There are also several motors of various designs from 1-4 to 1 h. p., and a 5 h. p. gas engine. In this laboratory are also several transformers of different sizes and makes, used for experimental and testing purposes. There are also the necessary switchboards, lamp-racks, load rheostats, measuring instruments in large number and variety, such as voltmeters, ammeters, wattmeters, electrodynamometers, tachometers, contact makers, etc.

The electrical profession requires a great deal of mechanical ability and training in the use of tools for both wood and metal. The Department is provided with shops for both,

a forge and lathe room having been provided in the basement of Ewing Hall as a further addition to our facilities in this direction. These shops are provided with wood and metal-working lathes, and a complement of the necessary tools. Additions to the shop facilities are being made continually. As will appear from the course outlined below, while mastering the use of tools, the student is taught the construction of useful pieces of apparatus for laboratory purposes. The ability thus to construct apparatus and machinery, to preserve the proper relations of the several parts in fitting them together, and in overcoming the difficulties that may arise in embodying one's ideas, has a very great educational value aside from its practical aspect. Each student this year in the second-year course designed and constructed an electric motor or dynamo from one-fourth to one horse power.

REFERENCES — Students in the Engineering departments find on file for ready reference a large number of technical periodicals, such as the Electrical World, Electrical Review, Electricity, Electric Journal, Street Railway Journal, Engineering Magazine, Power, Scientific American, Scientific American Supplement, School Science and Mathematics, Physical Review, Science Abstracts, Engineering News, Engineering Record, Mines and Minerals, Journal of the Association of Engineering Societies, Journal of the Western Society of Engineers, Reports of State Engineering Societies, Cement, Railway Gazette, Journal of Franklin Institute, Electro-chemical and Metallurgical Industry, Journal of the Chemical Industry, Die Zeitschrift für den physikalischen und chemischen Unterricht. Besides the Department library, which is available to students taking these courses, the Carnegie Library is also open for use each day, and three evenings a week.

AID. — Ohio University makes no promises of positions to prospective students. But the young man who conscientiously does what is assigned him to do, and makes a success of his college work, need have no fears about his future success. Of course we use our influence in helping young men secure positions. The fact that no one of those who

has creditably completed any of the courses has failed to secure a good position, and that last year we had calls for men we were unable to supply, should be a suffcient guarantee and encouragement to those about to begin the work. Our principal object is the thorough mental and practical training of men for the various lines of engineering work; and they are thus fully prepared to accept good positions.

ENROLLMENT. — The enrollment in the Engineering classes increases from year to year, and good positions are awaiting still more students who complete the work. For the year ending April 1, 1907, the total enrollment in the Electrical Engineering classes of the University was 86. This number was nearly uniform throughout the year. See the enrollment list at the end of the catalogue for the names and addresses of the students in Electrical Engineering.

REQUIREMENTS — All work scheduled in Electrical Engineering can be taken as elective by students pursuing the course leading to the degree of Bachelor of Science. There is optional substitution of modern languages for Latin. See courses of study of the State Preparatory School given elsewhere. Graduates of First Grade high-schools will be able to enter the first year of the "Short Course" if they have taken either Latin or a modern language.

For entrance to this course, the requirements are the first, second, and third terms of Algebra, Plane Geometry, and three terms of English.

The English includes two terms of Literature and one of Rhetoric. Those not prepared in these branches may be permitted to take up free-hand and mechanical drawing, while making up this work in the Preparatory School. The higher branches, Analytical Geometry, Calculus, and Analytical Mechanics are strongly recommended to students in the Short Course. Physics and Chemistry are required as indicated. When the Short Electrical Course and the auxiliary studies are completed, a certificate will be issued showing the character of the work done. Also, where it is deserved, a recommendation will be issued showing the student's ability in theoretical and practical electrical and steam engineering. The courses are subject to such changes from time to time

as the profession requires, and as the proper treatment of such studies makes necessary. The complete college course is urgently recommended in each case.

For the present there will be a charge of fifty cents a term for each laboratory course, and students will be held responsible for all breakage and damage. The charge for students in Electrical Engineering will be five dollars a term, the regular contingent fee. Those who are not electrical students, but who wish to take mechanical drawing, may do so on payment of one dollar per term in addition to the contingent fee.

Description of Courses — The following is a brief statement of the nature of that portion of the Course taught in this Department. The portion taught in other departments is described elsewhere.

Drawing and Descriptive Geometry (3) — Church's *Descriptive Geometry* is used as a text in this subject. A course in Mechanical Drawing and Lettering accompanies it. Recitations twice a week and drawing three hours a week. Problems of right lines, planes, curves, tangents, normals, cylindrical, conical and warped surfaces, of shades and shadows are considered. The second term includes projections, intersections and development of surfaces, six hours a week. The third term's work consists in making enlarged drawings from blue prints of engine parts and details. Also practice in lettering, especially free hand lettering, is required through the term. Six hours a week in the drafting room is required. The fourth and fifth terms require first pencil sketches containing all measurements of such objects as pieces of laboratory apparatus, pieces of pipe containing a valve, an elbow and a union, a wheel, parts of machinery, head of polishing lathe, head stock of machine lathe, bench vise, sight feed lubricator, lathe chuck, etc. All the necessary views of details are drawn, then a complete assembly of these details is made on the drawing board and finished in proper form. The fifth term is a continuation of previous term, but requiring more complicated sketches and scale drawings. The sixth term includes station and switch-board design.

Shop Work (4)—(1) Wood turning according to blue-

prints, and also from original designs; planing, truing and fitting in wood; mortising and tenanting; bracing, gluing and pinning; four hours a week in the shop.

(2) Iron turning, end truing, sandpapering, inside turning; machine thread cutting and fitting, splicing a shaft or bar; pipe cutting, threading and fitting by sleeves, elbows, unions, valves, etc.

(3) Bench work; sawing and filing brass, squaring, truing, fitting and soldering; construction of various useful devices; tapping, dieing, hand tool turning, and working to shape. General repair work in engine and boiler room. Electrical construction about the college buildings and dynamo laboratory.

The second year's work consists of a complete design of a motor and rotary converter, of ¼ to 1 h. p., construction of patterns from the original blue print designs, and building the machine, and finally making a complete test of the same.

Station Practice (2) — This comprises practice in the care and operation of all the machinery in the college direct and alternating current station and the city alternating current plant. This is required to be done in the same manner as would be if the student were fully responsible as the operating engineer. Six hours a week in the two stations, for two years. Other plants, such as those of the State Hospital for the Insane and the Athens Brick Company, are also utilized in the instruction of classes.

Direct Current Machinery (4) — A study of the construction, operation and testing of direct current dynamos, motors and other machinery. Franklin and Esty is used as a basis for this course.

Electrical Designing — Wiring and Armature Winding (2) — A course of lectures on the designs of electric circuits for various purposes, and also on the winding of various types of armatures; this is accompanied by individual work by each student in wiring, on the drawing board from measurements or floor plans, dwelling, college buildings, hotels, business blocks, etc., and in making estimates of all material for a complete installation; switch-boards, are also designed

for certain purposes by each student. Several armature models for ring and drum winding are used and each student by means of real formed copper coils and by colored cords practices the various forms of winding, both direct and alternating, and then makes diagram drawings of the complete winding.

ADVANCED PHYSICS (3) — An advanced course in theoretical physics throughout the year. Hastings and Beach has been used, also Carhart's *University Physics,* Barker's *Physics* and Watson's *Text Book of Physics.* Among other references are Ganot's *Physics,* Violle's *Cours de Physique,* and Muller-Pouillet's *Lehrbuch der Physik.*

PHYSICAL LABORATORY (2) — An advanced laboratory course of six hours a week to accompany the class work. References for this work are made to Ames and Bliss, Stewart and Gee, Ferry, Millikan, Miller, Nichols and others.

DYNAMO LABORATORY (4) — Course of eight hours a week in the dynamo laboratory in studying the characteristics, regulation and efficiency of direct current machinery. Also lectures once a week. Swenson and Frankenfield is used as a text-book and laboratory guide.

ELECTRICAL AND MAGNETIC CALCULATIONS (4) — This is a study of magnetic and electric laws through a large number of examples and original problems. Atkinson's *Electrical and Magnetic Calculations* is the text-book used.

ELECTRICAL MEASUREMENTS (4) — Two lectures a week in the theory, and six hours a week in the laboratory in the various methods of making electrical measurements of current, resistance, electro-motive force, capacity, inductance, etc. Carhart and Patterson is used as a text-book and laboratory guide.

STEAM ENGINEERING (4) — This course consists of a study of boilers, boiler settings, fittings, braced and stayed surfaces, properties of steam, combustion, chimney design, valves, engines — simple and compound, problems of pressure, power, indicators, governors, condensers, heaters, etc. Ripper, and *Power Catechism* are used in conjunction.

ADVANCED STEAM ENGINEERING (6) — This consists of three recitations a week, Ripper's *Steam Engineering,* ad-

vanced course, being used, and six hours in the laboratory, testing boilers for coal consumption, horse-power and efficiency; calorific value of different fuels; per cent. moisture in steam, and effect of reducing; furnace, flue and feed water temperatures, etc.

Alternating Current Machinery (4) — A study of the construction, operation, and testing of alternating current machinery. Sheldon's *Alternating Current Machinery* is used as a text-book.

Alternating and Polyphase Currents (4) — A more detailed study of the characteristics of alternating and polyphase currents; solutions of problems; regulation for combined output; efficiency and losses; measurements of power; alternating current motors and their characteristics. Jackson is the text-book used.

Dynamo Laboratory (4) — Lectures once a week, laboratory work six hours a week on the measurements of self and mutual inductances, capacity; E. M. F. and current curves of alternators and transformers; measurement of alternating and polyphase power. Various references are used, such as Jackson, Sheldon, Nichols, and others.

Electric Distribution (4) — Various forms of circuits for lighting, circuit devices, overhead, and underground forms of construction, the arc, arc lamps, incandescent lamps and circuits, carbonless lamps, etc., are studied. Second term in Franklin & Esty's text.

Electric Measurements (2) — This is a six-hour laboratory course in the photometry, efficiency and life of incandescent and arc lamps; insulation and break-down tests of wire and cable insulation; also magnetic properties of various samples of iron and steel.

Telephony (3) — This is a study of the various forms of telephone apparatus, switchboards, signal systems, party lines, automatic exchanges, etc. Text-book, Kemster Miller's *American Telephone Practice.*

Electrical Transmission of Power (4) — This is a study of the comparative merits of various methods for the transmissions of power, and a detailed study of the electrical methods; the organization and development of hydraulic

works; line construction; the commercial problem. Bell's *Power Transmission* is used.

ELECTRIC RAILWAY (3) — This course is a discussion of the general principles and practical aspects of the distribution of power for electric railways, and the modern methods of meeting the questions of complicated city systems, long interurban roads, and high speed undertakings. Bell's *Distribution of Power for Electric Railways* is a basis for this work, though actual cases, and proposed systems are carefully studied. Ashe and Keiley is used for reference on equipment and modern methods of car breaking and control.

CENTRAL STATIONS (4) — Lectures on the design, construction and testing of electrical generating stations, covering the boiler-room, engine and generator room, pumps, condensers, heaters, paralleling, switchboards, and special apparatus.

CONTRACTS AND SPECIFICATIONS (1) — Lectures or recitations once a week on forms of specifications. Special references on contracts are given. Original specifications and formal contracts are required from each student.

THESIS (5) — This is a laboratory investigation carried on during the whole year by the student, the credit being given in the Spring term.

NOTE — Particular attention is called to the fact that graduates of First-Grade high schools will be able to complete the Scientific Course in four years; the Short Course in Electrical Engineering will in every case require two years. Students who finish either of the courses will be fully able to meet the requirements of the Ohio law relative to the examination and licensing of engineers.

SHORT COURSE IN ELECTRICAL ENGINEERING

REQUIREMENTS — English: One term of Rhetoric, two terms of Literature. Mathematics: Three terms of Algebra, Plane Geometry. These may be taken in the Preparatory Department of the University. This course may be taken as elective work during the four years of the Scientific Course.

First Year

FALL TERM — Physics, Class Work and Laboratory 5; Solid Geometry 4; Direct Current Machinery and Appliances 4; Drawing and Descriptive Geometry 3; Freehand Drawing 2; Shop Work; Station Practice, University and City Stations 1.

WINTER TERM — Physics, Class Work and Laboratory 5; Algebra 4; Electrical Distribution 4; Descriptive Geometry and Mechanical Drawing 3; Freehand Drawing 2; Shop Work; Station Practice 1.

SPRING TERM — Plane Trigonometry 4; Electrical Designing, Wiring and Armature Winding 2; Electrical and Magnetic Calculations 4; Steam Engineering 4; Mechanical Drawing 2; Freehand Drawing 2; Shop Work; Station Practice 1.

Second Year

FALL TERM — Alternating Current Machinery 4; Power Plants 3; Chemistry or Spherical Trigonometry 4; Dynamo Laboratory, Direct Current Machinery 4; Mechanical Drawing 2; Shop Work; Station Practice 1.

WINTER TERM — Central Stations 4; Electrical Transmission of Power 4; Telephony 3; Chemistry or Analytical Geometry 4; Mechanical Drawing 1; Shop Work; Station Practice 1.

SPRING TERM — Electrical Measurements 4; Electric Railway 4; Analytical Chemistry or Differential Calculus 4; An Investigation and Report 2; Contracts and Specifications 1; Mechanical Drawing 2; Shop Work; Station Practice 1,

CHEMISTRY

PROFESSOR BENTLEY.

FRANK B. GULLUM, B. S., *Instructor.*

The aim of the Chemical Department is two-fold. It offers to the general student the opportunity of becoming acquainted with the general principles of this science and gives him practice in some of the methods used in the chem-

ical laboratory. To a smaller number of students the Department offers superior facilities for more advanced work both theoretical and practical, organic as well as inorganic. In the rooms recently equipped for advanced work every convenience is supplied. The Department is also accumulating a library of reference books which will meet the requirements of the students who make chemistry their special field for work.

Courses

1. General Descriptive Chemistry. — This course consists of three lectures or recitations and four hours' laboratory work per week during the Fall and Winter terms. The lectures will be illustrated with experiments and with stereopticon views on applied chemistry. In the labortaory the student will study the preparation, properties, and reactions of the various elements and compounds considered. This course requires no special preparation, and it or an equivalent must precede all other courses in chemistry. It is required of Sophomores in the A. B. and Ph. B. courses and for Freshmen in the B. S. course.

Holleman's Inorganic Chemistry, Newth's Inorganic Chemistry, and Remsen's College Chemistry are recommended as reference books for students in this course.

2. Qualitative Analysis — A laboratory course of three hours per week for two terms is offered. The first term's work may be done at the same time with the second term of Course 1, or by doubling the working time the whole work may be done in one term. The student will become familiar with the tests applied for the identification of bases and acids in insoluble as well as in soluble substances.

3. Organic Chemistry — A short course in this subject will be offered for the Fall term, and will consist of three recitations per week. The course will give a general knowledge of the subject. Laboratory work in organic preparations may be arranged for if desired.

4. Theoretical Chemistry — This course will consist of three recitations per week during the Winter term. It will supplement the theoretical work done in Course 1, and will give the student some acquaintance with the more recent

developments in theoretical chemistry. Course 4 should be preceded by Courses 1, 2, and 3.

5. Electro-Chemistry — Three recitations per week are given in the Spring term. This course is a continuation of Course 4 and should be preceded by it. Le Blanc's Electro-Chemistry will be used as a text-book.

6. Quantitative Analysis — A laboratory course, the equivalent of three hours per week, for three terms, is presented. The course will give practice in the more general methods of quantitative analysis, both gravimetric and volumetric. It should be preceded by Course 2, but may be taken in conjunction with it.

7. Advanced Practical Chemistry — A laboratory course equivalent to three hours per week to be devoted to such work as the student may elect. This course follows Course 6.

8. Technical Chemistry — This course will consist of lectures, recitations, and reports by the students. It will be shaped to suit the wishes of the class and will secure a credit of three hours per week. This course will be open only to those who have taken Courses 1 to 6 inclusive or their equivalents.

9. Metallurgy — A general treatment of the subject occupying three hours per week throughout the year. Previous training in general and analytical chemistry is essential. Roberts-Austen's *Introduction to the Study of Metallurgy* will be used in this course.

MODERN LANGUAGES

Professor Tausch.

The entire course in German covers a period of four years. The first two years are required of all students in the Philosophical and Scientific courses. Two courses are offered as electives — a year of reading the classics with composition and a year of reading modern writers with conversations, offered alternately. The course in modern writers will be offered in 1907-1908.

Preparatory German

First and Second Terms — Becker's *Elementary German*, five hours a week.

Third Term — The New Testament in German, five hours a week.

Collegiate German

First Term — Light novels, four hours a week.

Second Term—Lyrics and Ballads, four hours a week.

Third Term — Historical Prose, four hours a week.

Elective German

First Term — Light novels, four hours a week.

Second Term — A drama, two hours a week.

Third Term — Scientific prose, two hours a week.

Scientific German

A third year of Scientific German is required for degree courses in Engineering.

First Term — Four hours a week.

Second Term — Two hours a week.

Third Term — Four hours a week.

FRENCH

The course in French is required of all students in the Philosophical and Scientific courses.

First Term — Grammar and New Testament, four hours a week.

Second and Third Terms — Grammar and light reading, four hours a week.

Elective French

First Term — Modern narrative prose, two hours a week.

Second Term — Selections from the French drama, two hours a week.

Third Term — Scientific French, two hours a week.

Elective Spanish

First Term — Grammar with reading and recasting the parables of the New Testament, three hours a week.

Second and Third Terms — Light prose, three hours a week.

Students who wish to pursue the study of German, French, or Spanish beyond the requirements for undergraduates, can generally be accommodated.

DRAWING AND PAINTING

MARIE LOUISE STAHL, *Instructor.*

The great importance of the study of drawing is coming to be recognized by our best educators. Dr. Denman Ross, of Harvard University, in a speech delivered at the dedication of the Rhode Island School of Design, said: "The arts first, pure learning and science afterward, then all together. That is the programme of the new education which is going to give us the wisdom of life with the power of art; the education which is going to teach us what to do and how to do it. Those who can go to college ought to acquire a very considerable training in the principal arts and knowledge of the best thought that has been put into them."

There is perhaps no other study that develops so many phases of man's nature as the study of art. It makes one think, observe, gives skill with the hand, creates a love for the beautiful in nature and in art; or, in other words, cultivates the æsthetic sense which has a direct moral influence and expresses itself in our daily life. "What we like determines what we are, and is a sign of what we are, and to teach taste is inevitably to form character." The work in this Department is carried on as much as possible after the manner of our best Art Schools. The studio is well equipped. Perspective is taught from interiors, etc., and varies the work from still life casts, and the living model. Any individuality in the student is encouraged and no fixed methods are insisted upon. In painting, instruction is given in oils, water colors, pastels, and porcelain decorations for which a kiln has

been provided. Some knowledge of form, proportions, and mass of light and shade is necessary through the study of charcoal drawing before the student can begin to paint. Instruction in out-of-door work will be given to those desiring it, who are sufficiently advanced. A number of the best art periodicals, as well as other works on art, are kept in the studio to which the students have access.

ELOCUTION

LOUISE KING WALLS, *Instructor.*

The aim of this instruction is both educational and artistic; to cultivate a personal taste for literature and the ability to interpret and express it.

Great attention is paid to the individual needs of the student. Each student must commit and prepare for rendition selections advised by the instructor, on which he receives individual instruction. From time to time recitals are given to accustom the pupil to freedom in addressing public audiences. The course includes (a) Voice Culture, Proper Breathing, Tone Production, Modulation, Range, Flexibility, Voice Use, Development of Color, Accent, Emphasis, Inflection; (b) Physical Culture, Gesture Action, Study of Attitudes, Poise and Positions, Delsarte Training, and Pantomime; (c) Mental Culture, Analysis of Selections, Training for Will Power, Emotional Appreciation and Imagination.

Anyone wishing to take more advanced work can make special arrangements with the instructor.

For class work in the regular course there is no fee, but for private lessons the rate is as follows:

Per term (24 lessons)	$12.00
Single Lessons	75

COMMERCIAL COLLEGE

Faculty*

ALSTON ELLIS, PH. D., LL. D.,
President.

CHARLES M. COPELAND, B. PED.,
Principal and Instructor in Accounting and Commercial Law.

MABEL K. BROWN, PH. B.,
Instructor in Stenography.

MINNIE FOSTER DEAN,
Instructor in Typewriting.

GEORGE C. PARKS,
Instructor in Penmanship.

Ohio University began, in 1893, to offer courses in commercial studies. The increasing demand for this kind of work justified the establishment and equipment of a separate department in 1899, with a course of study consisting largely of commercial branches and some required work in English and History. This arrangement gave the regular students of the University an opportunity to elect this work as part of their college course, and it is gratifying to note that many have improved the opportunity. These and the special students who had a good preparatory training were greatly benefited and those who desired it have had no trouble in finding employment. But the greater part of the special students with meager preparation were poorly equipped for

* The required works in English, Modern Languages, Economics, Mathematics, Science, and History will be taken in the regular University classes.

a successful business career even after they had made a good record in their commercial studies. The result of this experience has been the establishment of the Commercial College of the University with a course of study covering four years of required work, of which two years are preparatory and two collegiate, as outlined elsewhere in this catalogue.

Students in the Commercial College have the same privileges in the University library, reading-room, literary societies, and gymnasium as regular students, and may enter any of the preparatory or collegiate classes without extra charge. Commodious rooms in Ewing Hall have been well equipped for this work. The commission, wholesale and retail offices and the bank, in the office department, are models in arrangement, fixtures, and supplies. Here students receive the training that comes from filling the principal as well as the subordinate positions of such offices. In the bank they pass from the work of collection clerk to that of bookkeeper, teller, and cashier; in the railroad office they are agent and clerk; in the commission office, receiving clerk, shipping clerk, bookkeeper, and manager; in the wholesale office, shipping clerk, bookkeeper, and manager.

Admission — Students wishing to take the Commercial Course will receive credit for whatever work they may have done elsewhere, provided they are able to present proper certificates from school authorities, or to pass a satisfactory examination upon entrance. Graduates of high schools having a four-year course will be admitted to the Two-Year Collegiate Commercial Course without condition.

Diplomas and College Credit — Diplomas will be granted to those who complete the full Commercial Course. Students in other departments of the University may elect commercial studies and receive credit to apply on their regular courses. Students who have completed the Commercial Course will be granted a degree upon their completion of the additional work leading to that degree.

Special Students in Accounting and Stenography — Persons wishing to take only Bookkeeping and Stenography will be admitted as special students. Certificates showing the nature of the work done and signed by the President of the

University and Principal of the Department, will be issued to students who complete three terms of Accounting or Stenography and have credit for the English, History, and Civics required in the first preparatory year. A passing grade in Penmanship will be required of those who receive the certificate for Accounting.

Fees — All students pay a registration fee of $5.00 per term. Besides this, there is an extra fee of $5.00 per term, for Stenography. The fee for Typewriting alone is $2.00 per term. The fee for the diploma is $5.00, and for a certificate, $1.00.

Positions — The University does not guarantee positions to graduates in any of the courses. However, only a small number of those who make a good record in work and conduct have trouble in finding desirable employment. The management of the Commercial College has always taken much interest in recommending students to places which they can fill, and no school in the country can show a larger percentage of its graduates at profitable employment. On account of the limited scholarship required in the average commercial school, its product is not in favor with progressive business men. A general culture as well as a knowledge of commercial branches is demanded of those who seek important positions. Such a course as the one outlined in this catalogue will meet the approval of those who are looking for competent help, and the young man or woman of good character who completes it will be in demand.

Commercial Teachers — High schools of all grades are organizing commercial courses. This creates a demand for competent teachers of commercial branches. The competition for these places is not strong, for many of those who are acquainted with the subjects to be taught are not eligible to high school positions on account of limited education or a lack of experience in teaching. Teachers who have had successful experience would do well to consider the commercial course of this College, with a view to high-school work. While pursuing this course they would have an excellent opportunity to study Methods in Teaching in the classes of the State Normal College of the University.

Description of Work

Those studies in the Commercial Course which are not described below are outlined under the head of the department to which they belong.

ACCOUNTING — Five hours per week for two terms. Beginning classes are formed each term. Ample practice is given in the system of accounts used in the various kinds of business from retailing to modern banking. It is the aim of this course to give the student a wide acquaintance with business methods and to secure proficiency in opening and closing books, journalizing, rendering statements, tracing errors, analyzing accounts, and drawing business papers. This course prepares teachers to teach Bookkeeping in high schools.

OFFICE PRACTICE AND BANKING — Five hours per week for one term and open to students who have taken Theory of Accounts. This work is on the inter-collegiate communication plan, and the transactions are with students of other colleges. The business correspondence growing out of purchases, sales, remittances, collections, making settlements, and adjusting accounts, carried on with a number of advanced students in other cities, each one anxious to maintain a good record for his school, must certainly develop a high grade of efficiency in all the student's work.

COMMERCIAL LAW — Three hours per week in the Winter and Spring terms. This work deals in a general way with the subjects of contracts, agency, partnership, corporations, sales and negotiable paper, and is intended to give students a practical acquaintance with the fundamental principles of each. Considerable time will be spent in studying actual cases and in drawing business papers.

CORPORATION ACCOUNTING — Three hours per week in the Fall term and open to students who have had the required work in Theory and Accounts. This is a course in the organization, management, financing, and accounting of corporations.

STENOGRAPHY — In the business world there is an ever increasing demand for competent stenographers. It is the aim of this department to train young people to meet this

demand. The course covers ten months, or three terms, with five recitations per week. Students of ability and industry are fitted to take a position at the close of the second term.

The first five months are spent in acquiring a knowledge of the elementary principles of the subject. From the sixth week the student takes dictation for a period a day from the phonograph. This practice continues through all the course, the matter dictated becoming more difficult as the student advances. In the middle of the second term the student is ready to take dictation of new matter. The course begins with simple commercial letters, followed by those more difficult, and then business and legal forms, including contracts, conveyances, wills, and court pleadings. All the notes are transcribed on the typewriter. Thoroughness is emphasized in all the instruction, and the student's work is not accepted until it comes up to the standard in neatness, accuracy, and form.

Students whose knowledge of English is not sufficient to enable them to make intelligent transcripts of their notes are expected to remove the deficiency by entering the classes of the Department of English which are open to all students of stenography without extra charge.

Beginning classes are formed every term.

Typewriting — The student's first efforts are directed to acquiring a command of the keyboard by the touch method. This is followed by extensive practice in copying correct business papers, neatness and accuracy being insisted upon from the beginning. Dictation drills leading to high speed in writing are given both by voice and phonograph. Throughout the entire course of ten months daily supervision is given each student's work. All kinds of commercial and legal forms are studied, and each student is given thorough training in general office practice; such as, the use of the letterpress and carbon for record and for duplicating, the use of carbon and the mimeograph for manifolding, and the operation of the tabulator for billing and condensed charging. The typewriter room is amply supplied with new standard machines and tabulators and is equipped with mimeograph,

letterpress, phonograph, and all modern, up-to-date office appliances pertaining to this work.

During the second and third terms a systematic study is made of Punctuation, for which a credit of two hours per week is given.

Beginning classes are formed each term.

PENMANSHIP — Students in the Commercial course who do not write a good hand are required to take regular instruction. The constant aim in all exercises is to develop plain writing with an easy, rapid movement. Ornamental work will be given to advanced students who desire it.

COMMERCIAL COURSE

Preparatory

First Year		Second Year	
FIRST TERM		FIRST TERM	
Elementary Rhetoric,	(5)	Elementary Physics,	(5)
Physical Geography,	(5)	English Literature,	(5)
U. S. History,	(5)	Ancient History,	(5)
Beginning Algebra,	(5)	Psychology,	(5)
Drawing,	(1)		
SECOND TERM		SECOND TERM	
American Literature,	(5)	Elementary Physics,	(5)
U. S. History,	(3)	English Literature,	(5)
Algebra,	(5)	Mediæval History,	(5)
Elementary Physiology,	(5)	Commercial Geography,	(5)
Drawing	(1)		
THIRD TERM		THIRD TERM	
American Literature,	(5)	Advanced Rhetoric,	(5)
Civil Government,	(5)	Plane Geometry,	(5)
Algebra,	(5)	Modern History,	(5)
Botany,	(5)	Commercial Arithmetic,	(5)
Drawing,	(1)		

COMMERCIAL COURSE—Concluded

Collegiate

First Year		Second Year	
FIRST TERM		FIRST TERM	
Accounting,	(5)	Corporation Account'g,	(3)
Freshman English,	(3)	A Modern Language,	(4)
Freshman U. S. Hist.,	(4)	Political Economy,	(2)
A Modern Language,	(5)	Stenography,	(5)
Penmanship,		Typewriting,	
SECOND TERM		SECOND TERM	
Advanced Accounting,	(5)	Commercial Law,	(3)
Freshman English,	(3)	A Modern Language,	(4)
Freshman U. S. Hist.,	(4)	Political Economy,	(2)
A Modern Language,	(5)	Stenography,	(5)
Penmanship,		Typewriting,	(2)
THIRD TERM		THIRD TERM	
Office Practice,	(5)	Commercial Law,	(3)
Freshman English,	(3)	A Modern Language,	(4)
Freshman U. S. Hist.,	(4)	Money and Banking,	(3)
A Modern Language,	(4)	Stenography,	(5)
Penmanship,		Typewriting,	(2)

Substitutions in the above course may be made upon the consent of the Faculty.

COLLEGE OF MUSIC

Faculty

ALSTON ELLIS, PH. D., LL. D.,
President.

PROFESSOR JAMES PRYOR MCVEY, DIRECTOR,
Voice, Piano, and Organ.

MARGARET EDITH JONES,
Piano and Harmony.

NELLIE H. VAN VORHES,
Piano and Virgil Clavier.

CLARA BANCROFT,
Voice.

MINNIE L. CUCKLER,
Piano and Pipe Organ.

JOHN N. HIZEY,
Violin.

This being a College of the University, its students are given the opportunity to acquire a liberal education, which is necessary for a complete rounding of a musical course. Too much stress cannot be laid upon this peculiar advantage — to the college student, that of the culture and refined taste which must come of the association with a school of music, its recitals, concerts, lectures, etc.,— to the student of music that of the intimate connection with a great seat of learning, having its libraries, laboratories, and lectures, its learned men, and its classic traditions.

COURSES OF STUDY

Elementary Work

Children should have instruction as early as possible, that they may cultivate the talent with which they are naturally endowed. This instruction should be the best, since without a good foundation no artistic excellence is possible. Even in the elementary department the pupils appear early in recitals, thus acquiring ease and precision.

Preparatory Work

Technique is carefully studied. Care is taken to correct previous habits acquired from poor teaching. Taste and style are cultivated and the student is taught to grasp intelligently the composition and ideal of the composer.

Normal and Artist Department

For those who expect to teach and those who expect to do concert or other professional work, the opportunities offered are excellent. Students of this College of Music have already gone into the different professional fields and have met with success born only of faithful study and excellent training. Special illustrated lectures on the art of teaching will be given and students from the different departments will be chosen to appear before the normal classes.

The sight-singing and choral classes will give helpful training to those who expect to take up choir work or to teach music in the public schools. The frequent students' recitals and concerts, the oratorio or opera given by the College, will afford ample opportunity for those who expect to become professional artists.

Course in Piano

GRADE 1 — Theory of technique, simple exercises; little studies of Kohler, Gurlitt, Czerny, Loeschorn; elementary pieces by Clementi, Mozart, Gurlitt, and others.

GRADE 2 — Czerny's School of Velocity, studies by Du-

vernoy, Heller, Loeschorn; sonatinas of Mozart, Clementi, Kuhlau; pieces of Reinecke, Gurlitt, Heller, and Schumann.

GRADE 3 — Loeschorn Studies, op. 67; Czerny School of Velocity; Bach's Inventions (two-voice); Trill Studies of Krause; Octave Studies by Jean Vogt or Kullak; Easier Studies of Cramer; Sonatas of Haydn, Mozart, Beethoven; pieces by Lack, Godard, Chaminade.

GRADE 4 — Studies by Cramer; Octave Studies of Wolff; Daily Studies, Czerny; Bach Inventions (three-voice); Sonatas, Mozart, Dussek, Beethoven; Selections from Mendelssohn, Chopin, Schubert, Schumann, Raff, Scharwenka, Godard, Chaminade, Leschetizky, Tchaikowsky, and others.

GRADE 5 — Clementi's Gradus ad Parnassum, Tausig's daily exercises, Mason's Touch and Technic, Bach's Well-tempered Clavichord, Chopin Studies, Henselt Studies, Sonatas of Beethoven; Liszt's Rhapsodies; Composition of Mendelssohn, Moscheles, Chopin, Rubinstein, Raff, and others.

Course in Vocal Culture

Individual voices differ so widely in their needs that this course can be indicated only in a general way.

GRADE 1 — Lessons in breathing, voice placing, intervals, exercises for blending registers, tone-production (continued throughout the course as needed); Studies by Concone, Vaccai, and others; easy songs by American, English, and German composers.

GRADE 2 — Intervals with portamento, scales, arpeggio, solfeggio; Studies of Concone, Marchesi, English, Ballads, Mendelssohn's Songs, Sacred Songs.

GRADE 3 — Scales, arpeggio, turns and trills in more rapid tempo, vocalises of Concone, Marchesi, English, German, French, and Italian songs; more difficult church music.

GRADE 4 — Major and minor scales, chromatic scales, Concone's Fifteen Vocalises, recitative and aria, German, French and Italian Opera, easier oratorio arias; more difficult songs of Schubert, Schumann, Grieg, Jensen, Liszt, Lassen, Brahms, and others.

GRADE 5 — Bravura and Coloratura singing; difficult concert songs; complete opera and oratorio with traditional ren-

dering; special study of Creation, Redemption, Elijah, Messiah, and the Passion music of Bach.

Students of voice expecting certificates must know enough of piano to play simple accompaniments.

Pipe Organ Course

Students of organ must have had at least one year's work in piano.

GRADE 1 — Stainer's Organ Primer, Merkel's Organ School, Rink's Second Book; Hymn Playing, Transposition; Theory.

GRADE 2 — Dudley Buck's Studies in pedal Phrasing, Rink's Third Book; easier church anthems, accompaniments; Harmony.

GRADE 3 — Lemmon Organ School, Part 1, Rink's Fourth Book; pieces by Batiste, Wely, Widor, West, Guilmant, and others; Counterpoint.

GRADE 4 — Rink's Fourth Book, Mendelssohn's organ sonatas, Bach's Fugues; accompaniments and Masses, oratorios, etc.; Counterpoint, Canon, and Fugue.

Course in Violin

GRADE 1 — Hermann Method — Book 1, Kayser — thirty-six progressive studies Op. 20, (Nos. 1 to 18), Easy Pieces by Dancla, Papani, Bohm, Hermann, etc.

GRADE 2— Hermann Method — Book 2, Schradieck — Finger Exercises, Kayser — thirty-six progressive studies Op. 20 (Nos. 19 to 36), Mazas Etudes Op. 36. Selected pieces for violin and piano.

GRADE 3 — Schradieck — Scales, Kreutzer — Etudes, Florillo — Etudes, Concertos by Rhode, De Beriot, Solos by Alard, Rode, etc.

GRADE 4 — Schradieck — Chord studies and double stops, Rode — twenty-four Caprices, Alard — twenty-four Caprices Op. 11, Concertos and solos by Rhode, Viotti, De Beriot, etc.

GRADE 5 — Bach's Sonatas for violin solo, Schradieck — twenty-four studies Op. 1. Dont Gradus ad Parnassum Etudes et Caprices Op. 15, Solos by Wieniawski, Vieuxtemps, etc.

Harmony and Composition

The completion of this course is required of all who expect a certificate in piano, voice, or violin. Text-books will be at teacher's discretion.

GRADE 1 — Intervals, definitions, scales, chords in all keys, formation of the chord of the Seventh, resolution of the dominant seventh in all keys, harmonizing given basses, writing from sound, diminished sevenths, resolutions, augumented chords.

GRADE 2 — Modulation, suspensions, writing from sound continued, open harmony, passing notes.

GRADE 3 — Harmonizing melodies, practical harmony, improvisation, single and double chants.

GRADE 4 — Chorals, harmonizing a given soprano, alto, tenor, and bass. Harmony in more than four parts.

A choral club meets once a week for the study of oratorio and opera.

A class in sight-singing meets daily.

Student's recitals are given every two weeks, all the students in turn appearing, at the discretion of the teachers.

Examinations are held at the beginning of each term for admission to the college orchestra.

Languages

No vocalist is properly prepared for his work who is not able to sing in German and French as well as in English. In this particular the advantages of this school are superior to those of any similar school of music, the University course in these tongues being open to all. Instruction is given also in the pronunciation of Spanish, Hebrew (for synagogue singing), Latin (for Catholic church music), and Italian.

Band and Orchestra Instruments

Instruction can be had in cornet, clarionet, mandolin, guitar, etc., if desired.

Expenses, Including Registration Fee

Piano Lessons	(two per week)		elementary grades....	$12 00
Piano	"	"	advanced grades.....	15 00
Piano	"	"	.....	15 00
Violin	"	"	.....	15 00
Organ	"	"	.....	15 00
Rent of piano one hour a day.....				2 00
Vocal sight-reading, daily				1 00
Concerts				50

Students of the College of Music who have paid the regular registration fee of $5.00 are entitled to pursue other regular college work without paying additional fees.

Every student is under the rules of the University and can profit by its advantages.

THE STATE NORMAL COLLEGE
OF
OHIO UNIVERSITY

FACULTY*

ALSTON ELLIS, PH. D., LL. D.,
President.

HENRY G. WILLIAMS, A. M.,
Dean of the Normal College, and Professor of School Administration.

FREDERICK TREUDLEY, A. M.,
Professor of Philosophy and Sociology.

OSCAR CHRISMAN, A. M., PH. D.,
Professor of Paidology and Psychology.

FRANK P. BACHMAN, A. B., PH. D.,
Professor of the History and Principles of Education.

EDSON M. MILLS, A. M., PH. M.,
Professor of Mathematics.

HIRAM ROY WILSON, A. M.,
Professor of English.

MARY ELLEN MOORE, A. B.,
Instructor in Latin.

* The instructors named above teach principally in Normal-College classes. Members of the University Faculty have work, in the Normal College, of a nature indicated by the University Departments with which they are connected.

EMMA S. WAITE,
Principal of Model School.

CORNELIA I. GASKILL,
Instructor in Drawing and Hand-Work.

MABEL B. SWEET,
Instructor in Public-School Music.

LILLIE A. FARIS, AMY M. WEIHR, PH. M., B. PED.,
OLIVE A. WILSON, AND MARGARET A. DAVIS,
Critic Teachers.

TRAINING FOR TEACHING AT OHIO UNIVERSITY

For twenty-one years, the Ohio University has made provision for the training of teachers in its Normal Department. This owes its existence to legislation, May 11, 1886, whereby the sum of $5,000 was appropriated for its establishment. The appropriation was accepted by the Board of Trustees and made effective through the efforts of its committee, the chairman of which was Dr. John Hancock, since deceased. This committee placed Dr. John P. Gordy at the head of the new department and its special work was entered upon in September of the same year. Two courses of study were offered, an *"Elementary"* and an *"Advanced,"* and the latter was made equal to and parallel with the other college courses then existing.

At the regular session of the 75th General Assembly of Ohio, H. B. No. 369 — Mr. Seese — became a law.

The State Normal College of Ohio University owes its existence to a provision of this Act. Section 2, of said Act, requires the University Board to organize "a normal school which shall be co-ordinate with existing courses of instruction, and shall be maintained in such a state of efficiency as to provide proper theoretical and practical training for all students desiring to prepare themselves for the work of teaching."

Section 4, of an Act of the Legislature dated April 16, 1906, creates a special fund for the support of "the State Normal School or College in connection with the Ohio University." This fund is derived from a mill tax of one and one-half one-hundredths (.015) of one mill upon each dollar of all the taxable property in Ohio. The annual income thus derived amounts to about $33,000.

The law of 1902 explicitly states that the school shall be established for the training of "*all* students desiring to prepare themselves for the work of teaching." This is surely comprehensive enough to permit the carrying on of all grades and kinds of normal-school work. In fact the language used is mandatory and contemplates the founding of a school in which the graduates of the common school, the high school, and the college shall have opportunity for "theoretical and practical training" for the work of teaching. At present, in Ohio, there are twelve times as many teachers employed in elementary schools as in high schools. Important as is the work of the high-school teacher, that of the elementary or primary teacher is, admittedly, more so. The latter work is fundamental, and upon its character depend in large measure the breadth, depth, and ultimate value of much of the work of the secondary school. Then, too, it must be kept in mind that by far the greater number of those enjoying public-school advantages never, as pupils, see the inside of a high school. These considerations suggest that normal-school work should, first of all, be planned to meet the wants of those preparing for service in the elementary schools. The higher grades of academic and professional training will follow, in any right-ordered, well-rounded scheme of normal-school organization, as a matter of course.

THE FUNCTION OF THE NORMAL SCHOOL

In a general way it may be stated that the function of a normal school is to train persons for the work of teaching. If teaching is to become a profession in the true sense, those who except to follow it must receive special training. By professional training we mean a special training beyond mere scholarship in language, art, mathematics, science, history,

etc., including special preparation and training in those lines of thought and action which have to do particularly with the teaching process. This preparation should include a broad scholastic training as a foundation upon which should be built the superstructure of special knowledge. No amount of knowledge of pedagogy will take the place of a broad culture in literature, history, science, mathematics, and other generally recognized college subjects, but this knowledge of pedagogy and related professional subjects is very essential in the equipment of a man or woman trained for the schoolroom.

Persons who expect to enter the profession of law, ministry, medicine, or dentistry, are first required to obtain a somewhat broad scholastic training upon which is built a professional knowledge looking to the particular profession they desire to enter. It is this special training that furnishes the equipment that makes a man a physician rather than a lawyer. In three of the professions named the state not only protects those who wish to enter the profession, but also protects the people served by the members of that profession by making statutory requirements of those who seek admission to it. Surely the work of teaching should require as much special training as that of any of the other callings named. Before a man is permitted to extract your teeth he is required to produce evidence of professional fitness, and that evidence must have state recognition. It is not so with those who pretend to teach. Not even high-school graduation is required by the laws of this state. There is absolutely no restriction as to scholarship, age, or special fitness, except as found in the judgment of the county or city examiner. Why should the training of the common school or the high school bring a person nearer the threshold of one profession than that of another? If teaching is ever to become a profession the need of this special training must be recognized. Teaching is such a difficult, complex, and ever-changing process that more skill is required to teach a growing child as he should be taught, than to try a case before the bar of justice. To unfold the possibilities of a child's soul is a more delicate matter than the compounding

of medicines or the use of the surgeon's knife. To unfold the senses, train the intellect, and direct the will of the child require more discipline of mind and a greater breadth of view than to preach a sermon.

Approximately 26,000 teachers are necessary to supply the public schools of Ohio, 24,000 of whom are required for the elementary schools — that is, the grades below the high school in the towns and cities and the ungraded schools of township and village districts. It has been somewhat carefully estimated that about 6,000 of these teachers are new in the work each year. This means that an equal number of teachers leave the work of teaching each year. Various causes may be given for this constant changing in the personnel of the great body of teachers. Who are these 6,000 young, inexperienced teachers admitted to the school rooms of Ohio each year, armed with the protection which a teacher's certificate affords? They are usually earnest, wide-awake young men and women (or boys and girls) who are anxious to do their best — to teach according to the best models they have had presented to them. Very few are college or normal-school graduates. Not many are graduates of high-schools. These new teachers are usually young people, who by their own efforts, unaided or misguided, have obtained enough technical knowledge to enable them to pass a teacher's examination, but who have formed no adequate conception of the duties and responsibilities of the teacher; young people who are entirely ignorant of the great body of fundamental knowledge underlying the science and art of teaching.

Although high schools are multiplying rapidly and are growing more and more efficient year by year, yet many of these young people have never had the opportunity of high-school training. Besides, a knowledge of high-school subjects is not required of the applicant who seeks admission to the examination for teacher's certificate. Therefore, high-school graduation can not wisely be made the standard of admission to our State Normal Schools so long as the laws governing the certification of teachers remain as they are at present. The state can not wisely close her doors against these young

people who seek admission to the profession, nor against that large body of teachers already enrolled in the work who have educational qualifications but little higher than the graduate of the common schools. Better training must be provided for them. The law establishing these State Normal Schools says that they shall "provide theoretical and practical training for *all* students desiring to prepare themselves for the work of teaching." The needs of the class referred to as graduates of the common schools or as those having only equivalent education, are carefully met by the course of study beginning at the point of graduation from the common schools. In this connection we desire to call attention to the five-year course in Elementary Education, found elsewhere in this catalogue. Attention is also called to the fact that persons holding a teacher's certificate may complete this course in four years or less. Teachers of much experience may enter the two-year course and be conditioned on preparatory work.

Much has been said and written concerning the relative strength of normal-trained and college-trained teachers. It must be admitted that a person who has learned how to do a thing can do it better than one who has not learned how. The scientific purpose of the normal school is to teach persons how to teach, but such knowledge must presuppose a knowledge of what to teach. The teacher who is to be capable of the best service should have both scholastic and professional training. It must not be forgotten that normal training is not necessarily all professional, so called. The school that can combine these two essentials in the teacher's preparation should certainly be sought. In the Normal College of Ohio University this happy combination is found. Each of the courses offers a collegiate training in academic and culture studies in addition to the training along distinctively professional lines. All studies in the several courses in the College of Liberal Arts are open to students of the Normal College. To be admitted to any of the regular courses in the Normal College a student must have made a preparation equal to that required for admission to any other regular college course. No one need fear that the instruction in the State Normal College will be in any sense inferior to

the best instruction given in the University, as Normal College students are taught in the same classes by the same professors, and have access to all the privileges of the University.

But there are now engaged in the schools in Ohio thousands of worthy teachers who could not measure up to the ideal standard of college admission. They will give the schools more years of service than many of those who spend years in preparation. If, therefore, the purpose of the normal schools in Ohio is to provide better teaching for the children in the public schools of the State and thus give back to the people something in return for their support of the nornal schools, should not the normal schools open their door to these teachers? Such teachers are encouraged to attend the State Normal College of Ohio University where they will be carefully guided in the selection of such studies as will make them more efficient. Our duty in this matter is plain.

The attention of prospective students is invited to the several courses of study, in the State Normal College, found elsewhere in this catalogue. These courses have been prepared with much care and represent the results of a careful study of the courses in operation in all the leading normal schools in this country, together with the ripest wisdom and best judgment of those who have given many years to a study of the training of teachers. The experiences of other states have been of service in mapping out such courses of study as will best fit the local conditions, as regards the needs of the great mass of the teachers, existing in Ohio.

Courses of Study — The five-year course in Elementary Education is designed for those who have less education than that obtainable in a high school of the first grade, under statutory classification. Students are admitted to that year or class in this course for which their previous attainments qualify them. Persons who hold any grade of teacher's certificate will be excused from the work in the common branches in the first year of this course.

The two-year course in Elementary Education is designed for those who have graduated from high schools of the first grade or who possess equivalent scholarship. Both

courses in Elementary Education lead to a diploma from the Normal College.

The four-year courses in Secondary Education are the equals in scholastic requirements of any other courses in the University.

THE MODEL SCHOOL

One of the most essential and fruitful courses offered by the best State Normal Schools in this country is the course of training in observation and teaching in a well-organized and properly conducted Model School. Such a school should enroll as its pupils all classes and grades offered by the community. Actual conditions must be met by the students who are studying the problems of school administration. They must see and study real and average pupils rather than ideal and select pupils. Their experiences in school management, school discipline, course of study, grading and classification of pupils, and dealings with patrons and school authorities must be such as they may reasonably expect to meet in the discharge of actual school duties.

The Normal College of Ohio University conducts a Model School on just such a plan as above outlined. The Board of Education of Athens set apart a certain portion of the village of Athens as "the University District," and all the children of school age residing in this portion of Athens, and who would otherwise attend the corresponding grades in the public schools, attend the Model School, consisting at present of all primary grades. The work will be extended to other grades as rapidly as conditions will permit. The Model School is in every sense a free public school. Each department, or grade, is taught by a skilled, well-trained teacher. The entire school is under the charge of a Training Teacher who has enjoyed superior advantages and whose training fits her most eminently for this responsible work.

Students of the Normal College are given exceptional opportunities for training in the actual work of teaching. This training in the Model School consists of courses in Observation, in Methods, and in Teaching. The minimum amount of teaching required is one hundred and fifteen hours, except in the case of a teacher of much experience who is able to

demonstrate her ability to teach according to right methods in less time than that.

DEPARTMENT OF SCHOOL ADMINISTRATION

PROFESSOR WILLIAMS.

The general aim of this department in the Normal College is to give the student a broad and comprehensive view of the various factors in school administration, to give him a detailed and critical view of the problems of school organization, school management, school discipline, school hygiene, school architecture, the course of study, the classification and grading of pupils, and to lead him to understand school law as it relates to school administration. The courses may be briefly outlines as follows:

1. School Administration and School Law

This is a three-hour course for one term and includes a study (1) of School Organization under the heads of parties to the school organization, a study of existing systems, the function of the public school, the teacher as a factor in organization, etc.; (2) School Law, including a critical study and analysis of the Ohio School Laws and topical study of the relation of school law to the effectiveness of school systems; (3) School Hygiene, including school architecture, school environment, ventilation, lighting, seating, fatigue, contagious disease, defective hearing, and defective vision; (4) School Management and School Discipline, with their various problems. The Ohio School Laws will be made the basis of the work in School Law.

2. The Elementary Course of Study

In this course of three hours for one term the great problem is to know how to shape the school to conform to the child's mental nature, how to adjust the work of the school so as to give the child at all times the amount and kind of work needed at various stages of his development, and how to determine what is of most worth in a course of study. The

aim is to point out great underlying principles determining educational values, to discover the fundamental principles determining the content and order of a course of study, to discover the constant but ever varying relation existing between what the child studies and what he is, to indicate to the teacher the positive and fixed necessity of constant articulation in the subject matter in a course of study. It is also the aim to familiarize the teacher with laws external to the course of study itself, determining what the course shall be, such as the demands of society and the laws of the child's mental development, each indicating certain lines of necessary deflection from the direction which a knowledge of the nature of the subject matter alone would indicate to the teacher. The course also includes a study of the order of subjects, concentration and correlation of subject matter, the daily program of work, the recitation, and a detailed study of the principles involved in the construction of a course of study for a school of a system of schools. In this last study the student is taken over the details of the Elementary Course of Study, and courses in Arithmetic, Language, History, Geography, and Science are written under the direction of the instructor.

The text used as a basis in this work is Dr. Charles McMurry's *"Course of Study for Elementary Schools."*

3. Secondary Course of Study

This course will inquire into the principles governing the selection of subjects for the Secondary Course, the order of presentation of these subjects, the purposes of secondary school training, the relation of the secondary school to the elementary school on the one hand and the college and the technical and professional schools on the other. The particular methods of instruction demanded by the secondary school and how these methods must differ from the methods eployed in lower and in higher schools, will receive careful study from the pedagogical view-point.

4. Supervision and Criticism

This is a three-hour elective, except in the Course for Superintendents and Principals, and is given during the

Spring term and repeated in the Summer term. The purpose is to cover all the leading problems of administration and supervision. For those who are preparing for the work of supervision certainly no course in the Normal College could be more valuable. At least once a week Round Table discussions of the leading problems of supervision will be conducted by members of the Normal College faculty who have had broad experience in practical supervision.

DEPARTMENT OF THE HISTORY AND PRINCIPLES OF EDUCATION

PROFESSOR BACHMAN.

The work of the Department is four-fold: to trace in connection with western civilization the development of educational theory and practice, to study existing schools and school systems, to formulate upon the basis of past experience, present thought, individual and national needs those general principles which should control the work of the public school, and to apply these results to methods of teaching the subjects of the common school.

History of Education

The work in the History of Education is differentiated so as to meet the needs of teachers in the different grades of public-school work. It consists of the History of Elementary Education, History of Secondary Education, and a course combining both the History of Elementary and Secondary Education. The method of study of any given period consists, first, of a general review of the determining factors in the civilization of the period; second, of a consideration of the educational theorists; third, of a study of the educational practice of the period as seen in the aim of education, school system, grade of instruction, curriculum methods, teachers, discipline and school organization; fourth, of a discussion of the permanent phases in the educational work of the period.

1. THE HISTORY OF ELEMENTARY EDUCATION is designed for elementary teachers and is required in the "Course in

Elementary Education." It consists of one term's work in the Spring term of the fifth year. The chief emphasis of the course will be placed upon the "History of Modern Education." This will be studied with special reference to the development of the elementary educational theory and the development of elementary schools in Germany, France, England, and the United States.

2. The History of Secondary Education is especially adapted to the needs of secondary teachers, and is required in the "Course in Secondary Education." It includes work in the Fall and Winter terms of the Senior year. This course is open to Juniors as an elective. A rapid survey will be taken of Grecian, Roman, and Mediæval Education. The "Modern History of Education" will be studied with special reference to the development of the theory of secondary education, and the development of secondary schools in Germany, France, England, and the United States.

3. The History of Elementary and Secondary Education is designed for the needs of principals and superintendents. It is required in the "Course in Supervision," and comprises three terms' work in the Senior year. The time of the course will be about equally divided between Ancient and Mediæval, Modern European and the History of Education in the United States, and the development of both elementary and secondary educational theory and practice will be traced.

School Systems

One term is devoted to the study of Foreign and Domestic School Systems and is required in the Senior year of the "Course in Supervision." It is offered as an elective to Seniors. Of foreign countries, the systems of Germany, France, and England will be considered. A study will be made of the central and local organizations, of the different grades of schools, the relationship of these schools, their respective aims, organization, curriculum, methods, discipline, and teachers. A similar plan will be followed in studying the School Systems of the United States. The instruction will be centered, however, upon the work of the general gov-

ernment and upon the systems of Massachusetts, California, and Ohio. Much attention will be given to Ohio, and comparison will be made between the system of Ohio and that of other states and foreign countries.

Principles of Education

1. Elementary Pedagogy — This course aims to meet the needs of those wishing to prepare for the County Examination for the first time. A simple presentation will be made of those portions of the subject which will be of the greatest usefulness to those desiring such a course. This course forms no part of the systematic work in education; it is designed alone for those whose time is exceedingly limited. Students who expect to remain in school are earnestly advised not to take it.

2. Introduction to the Principles of Education — This work covers two terms and is required of all students in the "Course in Elementary Education." The object of the course is to serve as an introduction to the general principles underlying the work of the elementary school. It serves as a basis of all the more advanced work in Methods, School Management, etc., and should be taken before these. An introductory study will be made of practically the same problems as are considered in the principles of Education. See 3 below.

3. The Principles of Education—Two terms are given to this work, and it is required of all Normal College students except those in the "Course in Elementary Education." The work may be taken by the students of the University as Junior elective. It consists of a consideration of the following topics: (1) The Determination of the Aim of Education; (a) The Individualistic Character of Society; (b) The Social Character of the Individual; (c) The Individual as a Voluntary, intellectual Organism; (d) The Meaning and Aim of Education; (2) The Determination of the Curriculum; (a) The Demands of Society; (b) The Demands of the Community; (c) The Demands of the Child; (3) The Determination of Instruction; (a) Adaptation; (b) Induc-

tion; (c) Deduction; (d) The Method of the Recitation; (4) The Determination of School Organization; (a) The Aim of Education; (b) Instruction; (c) The Child.

4. Comparative Study and Theory of Secondary Education — This course comprises a term's work in the Spring term of the Junior year, and is required of students in the "Course in Secondary Education"; it is also offered as a Junior elective. The course purposes to make a comparative study of typical American secondary schools, of the English public schools, of the Prussian Gymnasium, and of the French Lycie, and to apply the Principles of Education to the work of the secondary school. The following problems will be considered: The Relation of High School to the Elementary School, The Relation of the High School to the College and to Practical Life, The Aim of High School, Curriculum, Electives, Methods of Instruction, Teachers and Organization.

Methods

The work in Methods includes the application of the principles of education to the teaching of the various subjects of the curriculum. It involves: (1) a consideration of the nature and character of the materials of a given subject and of the larger conceptions and principles that dominate its organization and constitute its essential worth as a school subject, (2) the determination of the aim of instruction in the given subject, (3) the selection and arrangement of the materials, and (4) the development of methods of presentation in the different grades and under normal conditions.

Methods in secondary school subjects are given by the heads of the different college departments, while primary methods are given by Miss Emma S. Waite, Principal of the Training School. Methods as far as given by this Department are confined to the subjects of the elementary school and to the work above and including the Fourth grade. Courses are given in the following subjects: Reading and Literature, Geography, Mathematics, History, and Elementary School Science. This work is distributed over three terms and is required of all students in the "Course in Elementary Education."

PAIDOLOGY AND PSYCHOLOGY

PROFESSOR CHRISMAN.

The purpose of the work in Paidology, the science of the child, is to give a knowledge of child nature. It is intended to give students what has been learned about children, to fix in them the habit of observation and study of children, and to help them to an understanding of child life under the various conditions in which it is found.

The purpose of the work in Psychology is to give a knowledge of mind action in its various conditions. It is purposed to acquaint students with such facts of mind as have been gained through various sources, to help them to a better understanding of their own mental activities, and to give them power to apply this knowledge.

In both Paidology and Psychology laboratory facilities are afforded whereby much of the work is carried on experimentally, so that not only is there opportunity given for learning the subject-matter but also for applying the work so as to give further power that will greatly aid in mental growth. In the courses in which laboratory work is done, there is a fee of fifty cents per term.

The details of the work of this Department are given herewith. All the courses give full college credit and, where not required, can be elected by students in any of the colleges of the University.

WORK BY TERMS

Fall Term

ELEMENTARY PSYCHOLOGY — Freshman, five hours, required in the Courses in Elementary Education and in the Commercial Course.

PAIDOLOGY (CHILDHOOD) — Sophomore, four hours, required in the Courses in Elementary Education.

EXPERIMENTAL PSYCHOLOGY — Junior, four hours, required in the courses leading to the degrees of A. B., B. S., and B. Ph.

PAIDOLOGY (ADOLESCENCE) — Junior, three hours, required in the courses leading to the degree of B. Ped.

PHYSIOLOGICAL PSYCHOLOGY — Senior, three hours, elective.

PAIDOLOGY (PRENATALITY)—Senior, three hours, elective.

Winter Term

INTRODUCTORY PSYCHOLOGY — Sophomore, four hours, required in the courses leading to the degree of B. Ped.

PAIDOLOGY (BOYGIRLHOOD) — Sophomore, four hours, required in the Courses in Elementary Education.

EXPERIMENTAL PSYCHOLOGY — Junior, four hours, required in the courses leading to the degrees of A. B., B. S., and B. Ph.

PAIDOLOGY (UNCIVILIZED CHILD) — Junior, three hours, required in the courses leading to the degree of B. Ped.

PATHOLOGICAL PSYCHOLOGY — Senior, three hours, elective.

PAIDOLOGY (INFANCY) — Senior, three hours, elective.

Spring Term

EDUCATIONAL PSYCHOLOGY — Sophomore, three hours, required in the courses in Elementary Education and in the courses leading to the degree of B. Ped.

PAIDOLOGY (ABNORMAL CHILD) — Junior, three hours, required in the courses leading to the degree of B. Ped.

PAIDOMETRY — Senior, three hours, required in the courses leading to the degree of B. Ped.

EXPERIMENTAL PSYCHOLOGY — Junior, three hours, elective.

GENETIC PSYCHOLOGY — Senior, three hours, elective.

COURSES

1. ELEMENTARY PSYCHOLOGY — Freshman required, Fall term, five hours. The aim of this course is to give an outline of the subject in order to acquaint the student with phenomena and laws of mental life and to train him in simple experimentation. The text-books used will be Titch-

ener's *Primer of Psychology* and Calkins's *Introduction to Psychology,* with references to other texts.

2. PAIDOLOGY — Sophomore required, Fall and Winter terms, four hours. During the Fall term the period of childhood is taken up. The general characteristics of this period, growth, disease, the senses, mental and physical development, etc., are studied. In the Winter term this work is continued in a study of boygirlhood, in which attention is directed to the remarkable growth and the changes that take place and to the conditions, characteristics, etc., of this period of life. During these two terms observations and studies of children are carried on in the field and in the laboratory. Among the magazines referred to in this course are the *Pedagogical Seminary, Studies in Education,* and the *Paidologist;* among the books are Oppenheim's *Development of the Child,* Thorndike's *Notes on Child Study,* Chamberlain's *The Child,* Kirkpatrick's *Fundamentals of Child Study,* and Warner's *Study of Children.*

3. INTRODUCTORY PSYCHOLOGY — Sophomore required, Winter term, four hours. This is to introduce the subject of Psychology, to give an understanding of mental processes and their connection with the physical nature, and to discuss some of the phenomena of the different phases of mental activity. In connection with this will be laboratory work. The texts used will be Angell's *Psychology* and James's *Psychology* (Briefer Course) with references to others.

4. PAIDOLOGY — Junior required, Fall term three hours. This term's work covers the period of Adolescence. It is intended to give a knowledge of this so important time in the life of the young, taking up the characteristics of this period, the growth and changes coming now, with the mental and moral conditions that occur. Among the magazines used are the *Pedagogical Seminary* and the *Journal of Adolescence* and among the books are Hall's *Adolescence* and Ellis's *Man and Woman.*

5. EDUCATIONAL PSYCHOLOGY — Sophomore required, Spring term, three hours. This course is designed to take up the problems in education from the psychological standpoint and work at them through references in texts on edu-

cational and general phychology and by studies in the laboratory. Among the books consulted will be Thorndike's *Educational Psychology,* Judd's *Genetic Psychology for Teachers,* and James's *Talks to Teachers.*

6. PAIDOLOGY — Junior required, Winter and Spring terms, three hours. These terms are given over to the consideration of different types of child life. Alternating courses are offered for the Winter term — in one year will come work upon the Uncivilized Child, the child as found among uncivilized and semi-civilized peoples, and in another year will be studied the Historical Child, the child as found among the nations of ancient times, in medieval Europe, and earlier United States. In the Spring term the work will be upon the Abnormal Child, embracing defective children, delinquent children, dependent children, wildings, and exceptional children. Some of the works used will be Wade's *Deaf-Blind,* Folks's *Care of Destitute, Neglected, and Delinquent Children,* Morrison's *Juvenile Offenders,* Riis's *Children of the Poor,* Ireland's *Mental Affections of Children,* The Smithsonian Reports, Bancroft's *Native Races of the Pacific States,* Guhl and Koner's *Life of the Greeks and Romans,* Gray's *Children's Crusades,* and Earle's *Child Life in Colonial Days.*

7. EXPERIMENTAL PSYCHOLOGY — Junior, throughout the year, four hours, Fall and Winter terms required, Spring term elective. A study will be made of the subject-matter of experimental psychology, together with demonstration of apparatus and methods of investigation, so as to familiarize students with this work; also the students will perform a series of experiments selected to furnish them practice in the use of apparatus, to acquaint them with the methods of experimental psychology, and to give them power to formulate results of experimentation. The texts used will be Titchener's *Experimental Psychology,* and Sanford's *Experimental Psychology,* with references to other works on psychology.

8. PAIDOLOGY — Senior elective, Fall and Winter terms, three hours. In this will be taken up the beginnings of human life, continued through infancy. The work of the Fall term is Prenatality, which includes the time before birth. This period will be studied to ascertain what are the conditions of life at this time, what effects are produced here, the neces-

sary care to be given, the problems of heredity and environment, and other matters connected with this period of life, which are of such vital importance to the whole future life of the child. In the Winter term, Infancy is considered. The beginnings of language, volition, motor ability, etc., are studied, and also the care and attention needed by the infant as a basis for future growth. In this course will be consulted such books as those of Hertwig and Minot and Schafer on embryology, Rotch and Keating and Griffith on health and disease, and Preyer and Shinn and Oppenheim on growth and development.

9. PHYSIOLOGICAL PSYCHOLOGY — Senior, elective, Fall term, three hours. In this course will be considered the problem and survey of physiological psychology, the nervous mechanism underlying mental processes, the relation of the nervous system to the mental life, and the nature of mind as shown from these studies. The works specially consulted in this course will be Wundt's *Principles of Physiological Psychology* and Ladd's *Elements of Physiological Psychology.*

10. PATHOLOGICAL PSYCHOLOGY — Senior, elective, Winter term, three hours. A study of mental disorders, as insanity and degeneracy, and of abnormal mental phenomena, as hallucinations, hypnoses, and speech defects. Books referred to are Defendorf's *Psychiatry,* Mercier's *Insanity,* Maudsley's *Pathology of Mind,* and Bramwell's *Hypnotism.*

11. GENETIC PSYCHOLOGY — Senior elective, Spring term, three hours. Under this course will be studied and compared the psychological development as shown by the child, the race, and the animal. Works on anthropology, animal psychology, and child psychology, such as Tylor, Spencer, Wundt, Baldwin, Chamberlain, Morgan, Preyer, Tracy, and King, will furnish the material for this course.

12. PAIDOMETRY — Senior required, Spring term, three hours. In this course it is purposed to study the growth and physical development of children, supplementing this study by laboratory work based on Hasting's *Manual for Physical Measurements of Boys and Girls.*

DEPARTMENT OF MATHEMATICS

PROFESSOR MILLS.

Arithmetic

The course in Arithmetic comprises two terms' work. Accuracy and rapidity in performing the operations in the solution of problems is the first aim in the study of this subject. These accomplishments are brought about through the use of carefully prepared exercises and drills in the four fundamentals and in fractions. The text-book used in the first term's work is Milne's *"Practical Arithmetic,"* and the work in this book is completed to the subject of Partial Payments. Ray's *'Higher Arithmetic"* is the text-book for the second term's work. The subjects especially emphasized in this term's work are the following applications of Percentage: Profit and Loss, Interest, True and Bank Discount, Stocks and Bonds, Commission, Exchange, and Equation of Payments. Other subjects which receive special attention are Arithmetical Analysis, Involution and Evolution, and the very important subject of Mensuration. The one important result, a proper understanding of the reason for every step necessary to the solution of a problem, is kept constantly in mind throughout all the work in Arithmetic. Forms of solution and methods of teaching receive special attention.

Algebra

FIRST TERM'S WORK — Well's *Secondary Algebra.*

SECOND TERM'S WORK—Well's *Secondary Algebra.* The one part of this term's work especially emphasized is the chapter on Factoring and its applications.

THIRD TERM'S WORK — Fisher and Schwatt's *Higher Algebra* is completed to Harmonical Progression. As in Arithmetic, forms of solution and methods of teaching are prominent features of the work.

Plane Geometry

This subject is regular in the Spring term. Wentworth's *Plane Geometry* is the text-book used. In this work students

are encouraged to form the habit of original investigation. Terseness and technical accuracy of statement are constant requirements, and much emphasis is given to the application of the principles of Geometry to Arithmetic.

Descriptive Astronomy

One term's work is devoted to this subject. A text-book is used, but the topical method of recitation is followed and students are encouraged to seek information from the standard works of Astronomy in the library. Students are made familiar with the Zodiacal and Circum-polar Constellations, the principal stars and planets. The University is supplied with a good telescope and all the apparatus necessary to efficient work in this study.

Note

For the courses in Solid Geometry, Advanced Algebra, Trigonometry and Surveying, and electives in Mathematics, see description of courses in the College of Liberal Arts. The courses in Arithmetic and Beginning Algebra are offered each term.

PUBLIC-SCHOOL DRAWING

CORNELIA I. GASKILL, *Instructor.*

Drawing is no longer looked upon as superfluous, and in public-school work it is coming more and more to have a permanent place. It trains the powers of observation, develops the creative imagination, and aids in forming clear mental images. It is a means of expression, a help in all school work, and, rightly directed, should leaad also to a love ano appreciation of the beautiful.

The work and exercise given will be with this in view: that the student may not only learn how to draw himself, but how the subject should be taught to children. The subject will be considered in the three divisions of Construction, Representation, and Decoration. Pencil will be the medium most used, because pencils are most easily obtained for public school work. Some work in water color will be given.

Students having had no art training will be required to

take the four terms of work planned in the course. Those who have had thorough high-school training will be expected to take but a year of advanced work.

PUBLIC-SCHOOL MUSIC

Music, as a branch of study worthy a place in our public schools, must be taught with other aims than those of cultivating the musical talent and making musicians of such as desire to become artists or teachers of music.

Music must be used as a means to an end, and that end the same for which all study is given.

Unless it can be taught so as to serve as a valuable aid in the physical, mental, and moral culture of the pupil, it has no place in the common schools.

That it can be so taught has been proven conclusively; and its usefulness in the schoolroom has come to be so universally acknowledged that the school with no regular instruction in music is the exception rather than the rule. The demand for music teachers is increasing constantly. Music in the Normal College continues throughout the course.

Beginning Class — This class becomes acquainted with the staff, major scales, accidentals, and the chromatic scales, written in all the keys, using the G and F clefs.

Drill is given in singing the scales and much time is devoted to sight-singing.

Advanced Class — A review of the beginning work is given. Minor scales, intervals, and triads are taught, with a continuation of sight-singing.

Method Class — In this class lessons will be assigned in charts and books, and students will be prepared to teach them to the class. Criticisms of work by both students and teacher follow each lesson. This class affords an opportunity for students to gain skill in the use of various aids and devices employed in teaching music, and for securing acquaintance with the material used in the classes of the Training School.

As soon as students have sufficient knowledge of the subject, gained some perfection in tone production, classes

are assigned to them in the different grades of the Training School under the supervision of both the Instructor in Music and the Principal.

ENGLISH

PROFESSOR WILSON.

This Department aims to familiarize the student with representative masterpieces of English Literature and with its history, and to discuss the methods of teaching the subject. Written and oral expression on the part of the student is emphasized in all the work. The student is required to use the Library in the preparation of no small part of his work, that he may come in touch with books and develop the reading spirit.

The courses in Grammar take up the art and science phases of the subject, treat of the technical difficulties of construction, and emphasize the all-important question of methods of teaching Grammar.

The following courses are given in the Normal College:

Course in Elementary Education for Graduates of Common Schools

FIRST YEAR.

Fall term, Grammar, 5; Winter term, American Literature, 5; Spring term, American literature, 5.

SECOND YEAR.

Fall term, Rhetoric and Composition, 5; Winter term, Orthography and Phonics, 5.

THIRD YEAR.

Fall term, British Literature, 5; Winter term, British Literature, 5; Spring term, Advanced Grammar, 3; Advanced Rhetoric, 5.

FOURTH YEAR.

Fall term, English Poetry, 3; Winter term, American Poetry, 3; Spring term, Literature for the Grades, 3.

Course in Elementary Education for Graduates of High Schools

First Year.

Fall term, English Poetry, 3; Winter term, American Poetry, 3; Spring term, Literature for the Grades, 3; Advanced Grammar, 3.

Course in Secondary Education for Graduates of High Schools

Freshman Year.

Fall term, English Poetry, 3.

Sophomore Year.

Winter term, American Poetry, 3.

Senior Year.

Fall term, Literary Criticism, 2.

Course in Supervision for Principals and Superintendents

In this Course, the requirements in this Department are the same as those given in the Course of Secondary Education for Graduates of High Schools.

SUMMER TERM

June 24 to August 2, 1907.

This term is arranged to accommodate those who are otherwise employed during the regular terms and to afford college students an opportunity to continue their studies. All collegiate instruction will be given by members of the regular Factulty and the requirements and the credits in the various branches taught will be the same as in other terms.

Ohio University, by tradition and experience, has ever been in close touch with the public-school system of the State. Many of the graduates, and many who left the undergraduate

classes without completing a course, are now engaged in teaching. Of the students now in attendance upon college classes at least one-third have had successful experience in teaching. This institution was one of the first in Ohio to establish and maintain with credit a Department of Psychology and Pedagogy.

Normal College — The State Normal College of Ohio University owes its existence to the provisions of the "Seese Law," passed by the General Assembly of Ohio in March, 1902. The provision for the support of this State Normal School is sufficient to enable the Trustees to maintain a high-grade institution where the teachers of the State may obtain superior professional training. The Ohio University Summer School will maintain regular departments of The Normal College, and work done in the Summer School will entitle the student to credit on a regular college course.

Faculty — The Faculty is a very strong one, composed of those who are regularly engaged in the work of the University. It would seem hardly necessary to call attention of prospective students to the fact that this is a guaranty of high-grade work, and that the work done in the Summer School will be up to regular college grade in every respect. College credit will be given for all work done. For the number of hours credit alowed on each course, see Booklet in which the several courses offered, are fully set forth.

Courses of Study — Courses of study have been provided to accommodate the following classes of students: Those doing the regular college work who wish to continue their college studies during the summer; those young people who are preparing to teach and who are desirous of getting the very best professional equipment; teachers of some experience who wish to review and take advanced work; teachers who are preparing for required examinations; teachers and others who are preparing to enter one of the regular University of Normal-College courses, and wish to bring up back work in order to be able to enter a college course without conditions; teachers and others who are prepared to carry regular college work; superintendents and advanced teachers who are seeking a broad professional training.

ATTENDANCE STATISTICS — The attendance of students at the Summer School, of Ohio University, for the last eight years, is herewith shown:

YEAR.	MEN.	WOMEN.	TOTAL.
1899	38	23	61
1900	36	29	65
1901	45	57	102
1902	110	128	238
1903	159	264	423
1904	194	363	557
1905	220	430	650
1906	207	449	656

ADDITIONAL INFORMATION — Those interested in the work of the Summer School of Ohio University can secure a copy of a handsome *Booklet* giving names of instructors, courses of study, hours of credit, and other particulars desirable to know by addressing,

ALSTON ELLIS,
President Ohio University, Athens, Ohio.

THE STATE PREPARATORY SCHOOL

ELI DUNKLE, *Principal.*

This School is designed to prepare students for the regular courses of the University and the State Normal College. Students are also received who wish to pursue elementary studies, even though they may have no intention of entering one of the higher courses.

Candidates for admission to this department must furnish satisfactory evidence of good character, and must pass examination in Geography, Arithmetic, English Grammar, Elementary U. S. History, and all studies of the courses lower than those which they wish to pursue. Persons who have certificates from county examiners in Ohio will be admitted without examination in the subjects named above. Students who expect to graduate from the Normal College, must give evidence that they are thoroughly familiar with the common-school branches.

There are three preparatory courses, Classical, Philosophical, and Scientific, each requiring three years for completion, and each leading to a corresponding course in the collegiate department. For the benefit of those who wish a more thorough preparation for their work, classes in Arithmetic, Elementary Algebra, and English Grammar will be organized at the beginning of each term.

COURSES OF STUDY IN DETAIL

Latin

First Term — Collar and Daniell's *First Year Latin.*

Second and Third Terms — D'Ooge and Daniell's *Second Year Latin.* Especial stress is laid on inflections and composition.

Second Year — Cicero's Orations. The orations usually read are the four against Catiline, Pro Archia, Pro Marcello, and Pro Ligario. A careful study of forms and syntax is an important part of this year's work.

Third Year — Vergil's Aeneid, Books I-VI. Grammar reviews, scansion, and mythology. Collar's *Latin Prose Composition.*

Greek

First and Second Terms — White's *Beginner's Greek Book* with particular reference to inflections and sentence writing.

Third Term — Xenophon's Anabasis, Grammatical reviews and translation into Greek of easy prose.

Fourth Term — Anabasis continued through the fourth book. Jones's *Greek Prose Composition.*

Fifth and Sixth Terms — The Orations of Lysias. Jones's *Greek Prose Composition.*

English

First Term — Lockwood and Emerson's *Composition and Rhetoric.*

Second Term — American Literature — Selections from Irving, Bryant, Whittier, and Poe.

THIRD TERM — American Literature continued — Selections from Lowell, Longfellow, Emerson, Hawthorne, and Holmes.

FOURTH TERM — English Literature — Selections from Shakespeare, Milton, Burke, Addison, and Dryden.

FIFTH TERM — English Literature continued — Selections from Johnson, Wordsworth, Macaulay, George Eliot, and Coleridge.

SIXTH TERM — Hill's *Principles of Rhetoric* completed.

German

FIRST TERM — Becker's *Elements of German,* with reading and recasting the parables of the New Testament.

SECOND AND THIRD TERMS — Grammar, and German readers for beginners.

French

Students taking the Scientific course may substitute a year of French for Vergil's Aeneid and Collar's *Latin Prose Composition.*

Mathematics

FIRST TERM — Wells's *Secondary Algebra.*
SECOND TERM — Wells's *Secondary Algebra.*
THIRD TERM — Fisher and Schwatt's *Higher Algebra.*
FOURTH TERM — Wentworth's *Plane Geometry.*

Physics

Two terms, five hours per week. Recitations three times a week. Laboratory work four to six hours per week, three hours in the laboratory being equivalent to one recitation.

Millikan & Gale's *First Course in Physics* will be used as a guide for the class work. Full notes are taken in the laboratory, which are criticized, corrected, and copied into a permanent book. The object is to teach laboratory methods of work and give opportunity to the student to acquire more or less skill in handling apparatus, while the recitation periods are devoted to the acquisition of the elementary principles of the subject.

Physical Geography

This subject is required in all courses. Tarr's *Physical Geography* is the book used.

Physiology

The text-book is Brinckley's *Physiology by the Laboratory Method.* The aim is to give a good general knowledge of Anatomy and Hygiene and of the functions of the different organs of the body. A large amount of laboratory work is done.

Botany

Two terms, five hours per week.

Field and laboratory work are a leading feature in this course. Each student will prepare a herbarium of not less than forty plants. Bergen's *Foundations of Botany* is the text-book.

U. S. History

Two terms, the first of three hours per week, and the second of five hours per week. Text-book, McLaughlin's *History of the American Nation.*

Civics

The fundamental principles of the subject are carefully explained, while at the same time the practical operation of the different local and state systems are compared. Especial attention is given to the government of Ohio. The growth of our national system is thoroughly investigated.

General History

This subject is pursued three terms in the Second Preparatory Year.

First Term — Ancient History.

Second Term — Medieval History.

Third Term — Modern History.

The aim is to give the student a general acquaintance with the leading persons, and the institutions, political and religious, with the literary and artistic movement; in gen-

eral, with the progress of civilization in its broader aspects. The method employed will be the text-book, references to more comprehensive works, essay writing, map-drawing, and lectures by the teacher.

Drawing

Required in all three courses. Two hours in the studio are considered equivalent to one recitation.

CONSPECTUS OF PREPARATORY COURSES

FIRST YEAR — First Term.

Classical.		*Philosophical.*		*Scientific.*	
Beginning Latin	5	Beginning Latin	5	Beginning Latin	5
Rhetoric	5	Rhetoric	5	Rhetoric	5
Physical Geography	5	Physical Geography	5	Physical Geography	5
Drawing	1	Drawing	1	Drawing	1
U. S. History	3	U. S. History	3	U. S. History	3

Second Term.

Latin-D'Ooge and Daniell	5	Latin-D'Ooge and Daniell	5	Latin-D'Ooge and Daniell	5
American Literature	5	American Literature	5	American Literature	5
Drawing	2	Drawing	2	Drawing	2
Elocution	3	Elocution	3	Elocution	3
U. S. History	5	U. S. History	5	U. S. History	5

Third Term.

Latin-D'Ooge and Daniell	5	Latin-D'Ooge and Daniell	5	Latin-D'Ooge and Daniell	5
American Literature	5	American Literature	5	American Literature	5
Elocution	3	Elocution	3	Elocution	3
Drawing	2	Drawing	2	Drawing	2
Civil Government	5	Civil Government	5	Civil Government	5

Conspectus of Preparatory Courses — Continued.

Second Year — First Term.

Classical.	*Philosophical.*	*Scientific.*
Cicero's Orations 5	Cicero's Orations 5	Cicero's Orations 5
Beginning Greek 5	Physiology 5	Physiology 5
Ancient History 5	Ancient History 5	Ancient History 5
Algebra 5	Algebra 5	Algebra 5

Second Term.

Cicero's Orations 5	Cicero's Orations 5	Cicero's Orations 5
Greek — Second Term..... 5	Botany 5	Botany 5
Medieval History 5	Medieval History 5	Medieval History 5
Algebra 5	Algebra 5	Algebra 5

Third Term.

Cicero's Orations 5	Cicero's Orations 5	Cicero's Orations 5
Anabasis 5	Modern History 5	Modern History 5
Modern History 5	Botany 5	Botany 5
Algebra 5	Algebra 5	Algebra 5

THIRD YEAR — First Term.

Classical.	*Philosophical.*	*Scientific.*
Vergil ..... } 5	Vergil ..... } 5	Vergil ..... } 5
Latin Prose Composition..... }	Latin Prose Composition..... }	Latin Prose Composition..... }
Anabasis ..... } 5	German 5	German 5
Greek Prose Composition..... }	Elementary Physics 5	Elementary Physics 5
Elementary Physics 5	British Literature 5	British Literature 5
British Literature 5		

Second Term.

Vergil ..... } 5	Vergil ..... } 5	Vergil ..... } 5
Latin Prose Composition..... }	Latin Prose Composition..... }	Latin Prose Composition..... }
Lysias's Orations ..... } 5	German 5	German 5
Greek Prose Composition..... }	Elementary Physics 5	Elementary Physics 5
Elementary Physics 5	British Literature 5	British Literature 5
British Literature 5		

Third Term.

Vergil ..... } 5	Vergil ..... } 5	Vergil ..... } 5
Latin Prose Composition..... }	Latin Prose Composition..... }	Latin Prose Composition..... }
Lysias's Orations ..... } 5	German 5	German 5
Greek Prose Composition..... }	Advanced Rhetoric 5	Advanced Rhetoric 5
Advanced Rhetoric 5	Plane Geometry 5	Plane Geometry 5
Plane Geometry 5		

The figure after the name of study indicates the number of recitations per week in that subject.

COURSES OE STUDY

COLLEGIATE DEPARTMENT

In the following scheme, the figures indicate the number of exercises per week. It is believed that the four courses given below are equal in educational value, and all require 2,500 hours of class-room work for their completion. The required work in each of the first three courses is about 1,500 hours. Each student is expected to select the remaining 1,000 from the electives offered in the various departments of the University. The course in Electrical Engineering offers no elective work.

REQUIRED SUBJECTS FOR THE DEGREE OF BACHELOR OF ARTS

Freshman Year

Fall Term — Greek 4; Latin 4; Solid Geometry 4; Political Economy 2; Tennyson 3.

Winter Term — Greek 4; Latin 4; Algebra 4; Political Economy 2; Invertebrate Zoology 2.

Spring Term — Greek 4; Latin 4; Plane Trigonometry 4; Invertebrate Zoology 4.

Sophomore Year

Fall Term — Greek or Latin 4; Chemistry 4; European History 3; College Rhetoric 3.

Winter Term — Greek or Latin 4; Anatomy 4; Chemistry 4.

Spring Term — Greek or Latin 4; Physiology 4; European History 3.

Junior Year

FALL TERM — English Literature 4; Psychology 4.
WINTER TERM — Psychology 4.
SPRING TERM — English Literature 4.

Senior Year

FALL TERM — Advanced Botany or Geology 4; Logic 4.
WINTER TERM — Astronomy 4; Thesis 5.

REQUIRED SUBJECTS FOR THE DEGREE OF BACHELOR OF PHILOSOPHY

Freshman Year

FALL TERM — Latin 4; German 4; Solid Geometry 4; Political Economy 2; Tennyson 3.

WINTER TERM — Latin 4; German 4; Algebra 4; Political Economy 2; Invertebrate Zoology 2.

SPRING TERM — Latin 4; German 4; Plane Trigonometry 4; Invertebrate Zoology 4.

Sophomore Year

FALL TERM — French 4; Chemistry 4; European History 3; College Rhetoric 3.

WINTER TERM — French 4; Chemistry 4; Anatomy 4.

SPRING TERM — French 4; Physiology 4; European History 3.

Junior Year

FALL TERM — English Literature 4; Psychology 4; Ethics 3.

WINTER TERM — Psychology 4; Sociology 3.

SPRING TERM — English Literature 4.

Senior Year

FALL TERM — Logic 4; Advanced Botany or Geology 4; Introduction to Philosophy 3.

WINTER TERM — Astronomy 4; Philosophy 3; Thesis 5.

SPRING TERM — Philosophy 3.

REQUIRED SUBJECTS FOR THE DEGREE OF BACHELOR OF SCIENCE

Freshman Year

FALL TERM — Chemistry 4; German 4; Solid Geometry 4; Political Economy 2; Tennyson 3.

WINTER TERM — German 4; Algebra 4; Political Economy 2; Chemistry 4; Invertebrate Zoology 2.

SPRING TERM — German 4; Plane Trigonometry 4; Invertebrate Zoology 4.

Sophomore Year

FALL TERM — French 4; Trigonometry 4; European History 3; College Rhetoric 3.

WINTER TERM — French 4; Analytical Geometry 4; Anatomy 4.

SPRING TERM — French 4; Physiology 4; European History 3.

Junior Year

FALL TERM— Physics or Mechanics 4; English Literature 4; Psychology 4.

WINTER TERM — Physics 4; Psychology 4.

SPRING TERM — Physics 4.

Senior Year

FALL TERM — Advanced Botany or Geology 4; Logic 4.

WINTER TERM — Astronomy 4; Thesis 5.

COURSES OF STUDY
OF THE
STATE NORMAL COLLEGE
OF
OHIO UNIVERSITY

COURSES LEADING TO A DIPLOMA

The "Course in Elementary Education" for graduates of common schools is designed to meet the needs of the following classes: (1) Those who have passed the Patterson Examination and are graduates of the Common Schools; (2) those who can satisfy the Faculty of qualifications equivalent to Patterson graduation, although they do not hold a diploma from the County Examiners; (3) teachers and prospective teachers who hold county or city certificates, such students being excused from all the work of the first year of the course except American Literature, Rhetoric, School Drawing, School Music, and Physical Geography, these subjects to be taken during the second and third years in addition to the studies scheduled unless the student presents evidence to warrant his being excused by the Faculty; (4) graduates of high schools of Second and Third Grades, who would be excused from such studies as they have satisfactorily completed, and who in most instances would be able to begin the course in the third and second years respectively. The first three years of this course are of Preparatory Grade. The work of the fourth and fifth years is of college grade.

Students wishing to take a foreign language will be permitted to substitute such for studies in this course under the regulations governing substitutions.

In this connection, it should be stated that courses in the Common Branches, Beginning Latin, Algebra, Rhetoric, and a few other preparatory studies are given *each term,* although such a schedule is not shown by the tabulated courses below. This is done to accommodate students who do not enter at the beginning of the year. The Common Branches are presented from the pedagogical point of view, and constitute an important part of the professional training of those preparing to teach, as the work is directly associated with the Department of Methods and the practice work in the Model School.

Graduates of high schools of the First Grade, from a Classical, Scientific, or English course, will be admitted with first-year rank to the two-year course for high-school graduates, or to the fourth year of the course for common-school graduates.

Grades and certificates from reputable institutions will be accepted and placed to the credit of the candidate for admission to the State Normal College.

A total minimum of 115 hours of teaching in the Training School of the State Normal College is required, but teachers of much experience and marked ability may not be held to the full time.

Those who complete either of the courses in "Elementary Education" will be granted a Diploma. All the hours of college work completed in these courses will be credited on the course in "Secondary Education" or course in "Supervision" which courses lead to the degree of Bachelor of Pedagogy.

The plain figures denote the number of hours of work and credit to be given to the subject.

COURSE IN ELEMENTARY EDUCATION

(For Graduates of Common Schools.)

First Year

FALL TERM — Grammar, 5; Physical Geography, 5; U. S. History, 3; Arithmetic, 5; School Drawing, 2.

WINTER TERM — American Literature, 5; Political and Commercial Geography, 4; U. S. History, 5; Reading, 3; School Drawing, 2.

SPRING TERM — American Literature, 5; Civics, 5; Penmanship, 5; Reading, 3; School Drawing, 2.

Second Year

FALL TERM — Ancient History, 5; Algebra, 5; Physiology, 5; Rhetoric and Composition, 5; Drawing, 2.

WINTER TERM — Mediæval History, 5; Algebra, 5; Botany, 5; Orthography and Phonics, 5.

SPRING TERM — Modern History, 5; Algebra, 5; Botany, 5; Elementary Pedagogy, 5.

Third Year

FALL TERM — British Literature, 5; Advanced Arithmetic, 5; Physics, 5; U. S. History, 4.

WINTER TERM — British Literature, 5; Physics, 5; U. S. History, 4; Advanced Geography, 4.

SPRING TERM — Advanced Grammar, 3; Plane Geometry, 5; Advanced Rhetoric, 5; Nature Study, 4; U. S. History, 4.

Fourth Year

FALL TERM — Chemistry, 4; Solid Geometry, 4; Psychology, 5; Political Economy, 2; English Poetry, 3.

WINTER TERM — Chemistry, 4; Introduction to Principles of Education, 3; American Poetry, 3; Handwork, 4; Political Economy, 2; School Music, 2.

SPRING TERM — Literature for the Grades, 3; European History, 3; Introduction to Principles of Education, 3; Primary Methods, 5, or Grammar Grade Methods, 5; Accounting, 5.

Fifth Year

FALL TERM — Botany, 4; Paidology, 4; Ethics, 3; Elementary Course of Study, 3; Grammar Grade Methods, 4; Teaching.

WINTER TERM — Sociology, 3; Paidology, 4; Zoology, 2; Grammar Grade Methods, 4; Teaching.

Spring Term — Zoology, 4; Psychology, 3; School Management and School Laws, 3; History of Elementary Education, 4; Teaching.

COURSE IN ELEMENTARY EDUCATION

(For Graduates of High Schools)

First Year

Fall Term — English Poetry, 3; U. S. History, 4; Physiology, 5; Psychology, 5; School Music, 2; School Drawing, 1.

Winter Term — American Poetry, 3; U. S. History, 4; Advanced Geography, 4; Advanced Arithmetic, 5; Introduction to Principles of Education, 3; School Drawing, 1.

Spring Term — Literature for the Grades, 3; Advanced Grammar, 3; Nature Study, 4; Introduction to Principles of Education, 3; Grammar Grade Methods, 5, or Primary Methods, 5; School Drawing, 1.

Second Year

Fall Term — Solid Geometry, 4; Ethics, 3; Paidology, 4; Elementary Course of Study, 3; Grammar Grade Methods, 4; Teaching.

Winter Term — Sociology, 3; Zoology, 2; Paidology, 4; Grammar Grade Methods, 4; Handwork, 4; Teaching.

Spring Term — Zoology, 4; Psychology, 3; History Elementary Education, 4; School Management and School Law, 3; Teaching.

COURSES LEADING TO THE DEGREE OF BACHELOR OF PEDAGOGY

The courses in "Secondary Education" and in "Supervision" require 2,500 hours of class-room work for their completion. The required work is designated below and the student is expected to select the remaining hours from the electives offered in the various departments of the University. Students, by making judicious choice of electives — preferably

after consultation with the college instructors most concerned — can easily emphasize scholarship in certain departments of study. For instance, the courses leading to a degree require two years of study given to a foreign language. The study of such language for an additional year, or for an additional two years, may be elected by students in other terms of the course pursued. In this manner, for further example, students may complete a required course and receive therein much more than the required amount of either Latin, Greek, German, French, or Spanish and thus graduate with such proficiency in the language studied as to be well prepared to fill the position of special teacher of that particular language. The same course can be pursued with reference to other subjects of study scheduled in any department or college of the University.

The fulfillment of regular college requirements for entrance to a course leading to a bachelor's degree will admit to the "Course in Secondary Education," but entrance to the "Course in Supervision" requires in addition at least two years of experience in teaching. Those who complete either of these courses will be granted a diploma with the degree of Bachelor of Pedagogy.

A total minimum of 115 hours of teaching is required, but principals and superintendents of experience who in less time are able to demonstrate their ability to teach in accordance with scientific principles will not be held to the full time.

Credit will be given on these Courses of Study for equivalent work completed in other reputable institutions.

COURSE IN SECONDARY EDUCATION*

(For Gradutes of High School)

REQUIRED SUBJECTS.

Freshman Year

FALL TERM — A Foreign Language, 4; Solid Geometry, 4; English Poetry, 3; U. S. History, 4; School Drawing, 1.

WINTER TERM — A Foreign Language, 4; Algebra, 4; Invertebrate Zoology, 2; U. S. History, 4; School Drawing, 1.

SPRING TERM — A Foreign Language, 4; Plane Trigonometry, 4; School Drawing, 1.

Sophomore Year

FALL TERM — Ethics, 3.

WINTER TERM — Psychology, 4; Sociology, 3; American Poetry, 3.

SPRING TERM — Psychology, 3.

Junior Year

FALL TERM — Philosophy, 3; Paidology, 3; Principles of Education, 3.

WINTER TERM — Paidology, 3; Principles of Education, 3.

SPRING TERM — Paidology, 3; Comparative Study and Theory of Secondary Education, 3; Methods, 3.

Senior Year

FALL TERM — School Administration and School Law, 2; Methods, 3; Teaching; Literary Criticism, 2.

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* At the beginning of the Sophomore Year each student in the course in Secondary Education must elect to take a special line of work — a Foreign Language, English, Mathematics, History, or Science — and before graduating from the course he shall have completed not less than 342 hours' credit in the special line elected, including any number of hours that may have been given to the subject in the Freshman Year. The student shall report such election for the special study to the Dean of the Normal College for his approval.

WINTER TERM — Secondary Course of Study, 3; History of Secondary Education, 4; Thesis, 5; Teaching.

SPRING TERM — Paidometry, 3; History of Secondary Education, 4; Teaching.

COURSE IN SUPERVISION

(For Principals and Superintendents)

REQUIRED SUBJECTS.

Freshman Year

FALL TERM — A Foreign Language, 4; Solid Geometry, 4; English Poetry, 3; Political Economy, 2; School Drawing, 1.

WINTER TERM — A Foreign Language, 4; Algebra, 4; Political Economy, 2; Invertebrate Zoology, 2; School Drawing, 1.

SPRING TERM — A Foreign Language, 4; Plane Trigonometry, 4; Invertebrate Zoology, 4; Nature Study, 4; School Drawing, 1.

Sophomore Year

FALL TERM — A Foreign Language, 4; Ethics, 3.

WINTER TERM — A Foreign Language, 4; Psychology, 4; Sociology, 3; American Poetry, 3.

SPRING TERM — A Foreign Language, 4; School Administration and School Law, 3; Psychology, 3.

Junior Year

FALL TERM — Philosophy, 3; Paidology, 3; Principles of Education, 3.

WINTER TERM — Paidology, 3; Principles of Education, 3; Methods, 3.

SPRING TERM — Paidology, 3; Methods, 3.

Senior Year

FALL TERM — Elementary Course of Study, 3; Foreign and Domestic School Systems, 4; History of Education, 4; Literary Criticism, 2; Teaching.

WINTER TERM — Secondary Course of Study, 3; History of Education, 4; Thesis, 5; Teaching.

SPRING TERM — Supervision and Criticism, 3; Paidometry, 3; History of Education, 4; Teaching.

ONE YEAR COURSE

(For College Graduates)

Those who complete this Course of Study will be granted a diploma with the degree of Bachelor of Pedagogy.

Students shall elect the grade of practice teaching desired, under the direction of the Dean of the Normal College. One hundred and fifteen hours of teaching are required, but those who are able to demonstrate their ability to teach in accordance with scientific principles will not be held to the full time, but such of this time as it not devoted to teaching must be filled with some of the other work given below.

Residence work will be required.

Students will select not less than 17 hours a week from the following:

FALL TERM — Elementary Course of Study, 3; History of Ancient and Mediæval Education, 4; Paidology, 3; Principles of Education, 3; Methods, 3; Problems in the Principles of Education, 3; Foreign and Domestic School Systems, 4; Paidological Laboratory, 1; Thesis, 1; Teaching.

WINTER TERM — Secondary Course of Study, 3; History of Modern Education, 4; Paidology, 3; Principles of Education, 3; Methods, 3; Sources in the History of Education, 3; Paidological Laboratory, 1; Thesis, 1; Teaching.

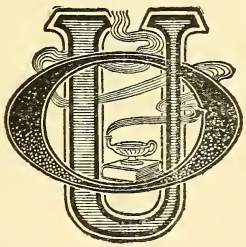
SPRING TERM — Supervision and Criticism, 3; History of Education in the United States, 3; Paidology, 3; School Administration and School Law, 3; Methods, 3; Paidometry, 3; Comparative Study and Theory of Secondary Education, 3; Paidological Laboratory, 1; Thesis, 1; Teaching.

GENERAL NOTE: — Persons who do not desire to pursue any of the regular courses above outlined, may select such studies as they deem best suited to their needs, provided they are qualified by reason of previous preparation to pursue

them. Those who have but one year to give to preparation for teaching are urged to take the studies scheduled in the first year of the "Two-Year Course."

For further information, address,

ALSTON ELLIS,
President Ohio University, Athens, Ohio.



ALUMNI ASSOCIATION

Officers

President, E. D. Sayre, '88.
Vice-President, S. L. McCune, '96.
Secretary, C. M. Copeland, '96.
Treasurer, W. B. Lawrence, '92.

Executive Committee

W. B. Lawrence, 92. *L. M. Jewett, '61.
L. G. Worstell, '88. I. M. Foster, '95.

Constitution

Article I. This Association shall be called the "Alumni Association of the Ohio University."

Art. II. The officers of the Association shall be a President, Vice-President, Secretary, Treasurer, and an Executive Committee, consisting of four members, to be chosen annually.

Art. III. The annual meetings of this Association shall be held in connection with the Commencement exercises of the University.

Art. IV. The object of this Association shall be to cultivate fraternal relations among the Alumni of the University and to promote the interests of our Alma Mater by the holding of social reunions, by lierary exercises, or by such other means as the Association may, from time to time, deem best.

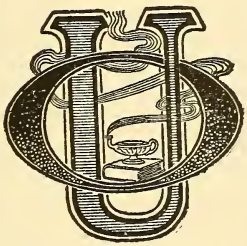
Art. V. Any member of the Faculty, and graduate of the University, also any one who has spent three years in the college classes of the University, and has been honorably dismissed, may, by the payment of one dollar and the signing of the Constitution, become a member of this Association.

Art. VI. This Constitution may be altered or amended at

* Deceased.

any annual meeting, by a vote of two-thirds of those present at such meeting.

ART. VII. *Amendment.* The members of this Association shall each pay into its treasury an annual fee of one dollaar, and the sum so paid shall be expended in defraying the expenses of the annual reunion.



OHIO UNIVERSITY

DEGREES CONFERRED AND DIPLOMAS PRESENTED JUNE 21, 1906.

A. B.

Baker, Harley Ellsworth..... Lancaster, Ohio.
Merritt, William Schory..... Columbus, Ohio.
Miller, Guy Dolphus..... Athens, Ohio.
Myers, Clara Jennie..... Canal Fulton, Ohio.
Norton, Willey Higby..... Staunton, Va.
Treudley, Mary..... Athens, Ohio.
Ullom, Jane Bayard..... Germantown, Pa.

Ph. B.

Clayton, Mary Florence..... Athens, Ohio.
Coultrap, Manning Gebhardt..... Athens, Ohio.
Crooks, Floyd Stanley..... Ashville, Ohio.
Ely, George Leonard..... Wellston, Ohio.
Harris, Charles Henry..... Athens, Ohio.
Howe, Mary Blanche..... Athens, Ohio.
Kirkendall, Emmett Royal..... Athens, Ohio.
Martin, Catherine Regina..... Jackson, Ohio.
Shaw, Fred ..... Rushsylvania, Ohio.
Taylor, Lucy Mae..... Tappan, Ohio.
Timberman, John Clement..... Coalton, Ohio.

B. S.

Williamson, Frances ..... Lancaster, Ohio.

B. Ped.

Christman, George Washington..... Athens, Ohio.
Henderson, Lulu May..... Cedarville, Ohio
Reynolds, John Fletcher..... East Springfield, O.

Ph. M.

McDaniel, John Edmon..... La Junta, Colorado.

M. Ped.

Hoover, Thomas Nathanael..... Piketon, Ohio.

Diploma for the Four-Year Commercial Course

Curran, Oscar Waldo..... Corning, Ohio.
Miller, Guy Dolphus..... Athens, Ohio.
Murphy, Edward Chambers..... Amanda, Ohio.

Diploma, Pianoforte and Harmony

Hall, Elizabeth Alma..... Logan, Ohio.
Staker, Mabel Katherine..... Bremen, Ohio.

Diploma, Course in Elementary Education

Buchanan, Edith Amanda..... Basil, Ohio.
McBride, Jessie Enile..... Athens, Ohio.
Niman, Ida Augusta..... Aurora, Ohio.
Somerwill, Grace ..... Orwell, Ohio.
Thompson, Ida May..... Athens, Ohio.
Winzeler, Alta Evelyn..... Maumee, Ohio.

Diploma, Short Course in Electrical Engineering

Anderson, George Murray..... Chillicothe, Ohio.
Bagwell, Omar Cabell..... Bremen, Ohio.
Beasley, William Floyd..... Amesville, Ohio.
Brokaw, Robert Jackson..... Centerburg, Ohio.
Driggs, Frank Seaman..... Athens, Ohio.
Hughes, Charles Guy..... Coal Run, Ohio.
Phelps, John Courtright..... Lancaster, Ohio.
Smith, Joseph Ross..... Lancaster, Ohio.
Thompson, Oliver ..... Hemlock, Ohio.
Thompson, Vaughn Conroy..... Bryan, Ohio.
West, Norman Orlando..... Medina, Ohio.
Willison, Frederick J..... Croton, Ohio.
Work, Taswell Beaver..... Circleville, Ohio.

HONORARY DEGREES.

A. M.

Humphrey, Sardine P..... Ironton, Ohio.

M. Ped.

Trisler, John L..... Hartwell, Ohio.

D. D.

Smith, G. W. H..... Crestline, Ohio.
Spahr, Albert N..... Milford, Ohio.

LL. D.

Burton, Theodore E..... Cleveland, Ohio.

LIST OF STUDENTS*

COLLEGIATE DEPARTMENT

POST-GRADUATE STUDENTS STUDYING FOR A DEGREE

Beard, Solomon Frederick, A. B	Bluffton.
Bryson, Lucy Weethee, B. S	Athens.
Christman, George Washington, B. Ped	Murray.
Hedrick, Eli Christian, B. Ped	Clarksburg.
Matheny, Charles Morris, B. Ped	Circleville.
Moore, Mary Ellen, A. B	Athens.

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CLASS OF 1906

Baker, Harley Ellsworth	Athens.
Christman, George Washington	Murray.
Clayton, Mary Florence	Athens.
Coultrap, Manning Gebhardt	Athens.
Crooks, Floyd Stanley	Ashville.
Ely, George Leonard	Wellston.
Harris, Charles Henry	Athens.
Henderson, Lulu May	Cedarville.
Howe, Mary Blanche	Athens.
Kirkendall, Emmett Royal	Athens.
Martin, Catherine Regina	Jackson.
Merritt, William Schory	Columbus.
Miller, Guy Dolphus	Athens.
Myers, Clara Jennie	Canal Fulton.
Norton, Willey Higby	Stauton, Va.
Reynolds, John Fletcher	East Springfield.
Shaw, Fred	Rushsylvania.
Taylor, Lucy Mae	Tappan.
Timberman, John Clement	Coalton.
Treudley, Mary	Athens.
Ullom, Jane Bayard	Germantown, Pa.
Williamson, Frances	Lancaster.

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* This list includes the names of all students registered from the opening of the Spring Term, April 3, 1906, to the close of the Winter term, March 22, 1907.

SENIORS

Agler, Charles Marshall	Eldorado.
Beckett, John Scouller	Hamilton.
Blackstone, Wilbert Stanley	Cumberland.
Coultrap, Bernice Hughes	McArthur.
Gullum, Frank Barnhart	Hamden Junction.
Hawk, James Finly	Petrolia, Pa.
Heyman, Roscoe Winfield	Bellevue.
Higgins, Winifred Belle	Athens.
McVey, John Tipton	Eastbank, W. Va.
Martzolff, Clement Luther	New Lexington.
Mohler, Nellie Blanche	Athens.
Porter, Francis Marion	Circleville.
Simon, Mary Anna	Piqua.

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JUNIORS

Brown, Milton Maywould	Bremen.
Connett, William Wyatt	Athens.
Cooley, Calla Ernestine	Athens.
Cooley, John Milton	Athens.
Coultrap, Don C	Athens.
Evans, Rhys David	Athens.
Foster, Harry Zadoc	Athens.
Gabbert, Nan Maria	Point Pleasant, W. Va.
Harter, Elizabeth	Marietta.
Hayes, George Leroy	Pierpont.
Henke, Heber Hunt	Athens.
Humphrey, Sara Clare	Ironton.
Johnson, Aldis Adelbert	Farmdale.
Johnson Frank Leander	Cortland.
Lady, William Franklin	Bethel.
Lever, Henry Work	Loveland.
Mayes, Harry Welday	Steubenville.
Merritt, Lillabridge Cynthian	Columbus.
Morris, Amos Reno	Carroll.
Murphy, Edward Chambers	Amanda.
Nice, Leonard Blaine	Athens.
Parks, George Crawford	Hopedale.
Place, Jesse Alfred	Qualey.
Stine, Oscar Clemen	Glouster.

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SOPHOMORES

Adams, Karl Langdon	Athens.
Alderman, William Elijah	Athens.
Allard, Laura Eliza	Jackson.
Anderson, George Murray	Chillicothe.
Badertscher, Jacob	Beaver Dam.
Bailey, Cora Ethlyn	Lilly Chapel.

Bean, Cecil Calvert..... Athens.
Bean, Fanny Cozette..... Athens.
Beasley, William Floyd..... Amesville.
Bishop, Mary Virginia..... Athens.
Buchanan, Edith Amanda..... Basil.
Byder, Charles Oliver..... Carrollton.
Chappelear, Mary Lauretta Burdsall..... Athens.
Cheeseman, Redick C..... Grove City, Pa.
Conner, Grace Bradford..... Garrettsville.
Coulter, Lewis Eldon..... Malta.
Coultrap, Harry Mansfield..... McArthur.
Cranmer, Lucy Aretha..... Athens.
Crout, Boyd Merrill..... Dresden.
Cunningham, Fred Nixon..... Steubenville.
Curran, Oscar Waldo..... Corning.
Douglas, Malcolm ..... Waverly.
Duga, Nettie Sara..... Bellaire.
Eaton, Edith Mildred..... Huntington, W. Va.
Elliott, Edward Byron..... Hillsboro.
Gahm, Haldor Louis..... Jackson.
Glaser, Mary Katherine..... Warren.
Harmon, Elizabeth Adella..... Aurora.
Hawk, Helen Marie..... Athens.
Hayden, Charles Ernest..... Nelsonville.
Howard, George Edward..... Orwell.
Hudson, Myrtle..... Ashville.
Huhn, William ..... Hamden Junction.
James, Alfred Hinton..... Glouster.
Johnson, Helen Almarine..... Nelsonville.
Johnson, Howard Blane..... Plants.
Jones, Thomas Hoyt..... Jackson.
Keck, Blanche Ione..... McArthur.
Kinnison, Margaret Lucile..... Jackson.
Kinsinger, Grace Eleanor..... Bellefontaine.
Kurtz, Frank Bartlett..... Athens.
Lorbach, Leo William..... Waverly.
McBride, Jessie Enile..... Athens.
McGee, Allie Fedilia..... Middletown.
McLean, Nelle Charlotte..... Athens.
Martin, Sadie Spears..... Visalia, Ky.
Matheny, William Alderman..... Sardis.
Mayes, James Ray..... Steubenville.
Meyers, Effie Pearl..... Amanda.
Miser, Mary H..... Conneaut.
Moody, Vittoria ..... Bartlett.
Morehart, Cleveland ..... Lancaster.
Morgan, William Thomas..... Bourneville.
Morris, Leota Blanche..... Harrisville.
Niman, Ida Augusta..... Aurora.
Palmer, Edith ..... Athens.

Patterson, Lena Estelle..... Athens.
Porter, Frank ..... New Straitsville.
Richmond, Winifred Vanderbilt..... Marshfield.
Roush, Helen Elizabeth..... Athens.
Rowles, Ethel Ellen..... Bremen.
Scanlan, Marghretta ..... Lancaster.
Schaeffler, Charles Henry..... Athens.
Scott, Fred Blaine ..... Athens.
Somerwill, Grace ..... Orwell.
Snow, Robert B..... Athens.
Teaters, Elizabeth Mayes..... Columbus.
Thomas, George Grindley..... Jackson.
Thompson, Ida May..... Athens.
Thompson, Vaughn Conroy..... Bryan.
Warren, James Pratt..... Athens.
Watkins, Mary Carson..... Athens.
White, Clyde ..... New Concord.
Will, Anna Marie..... McArthur.
Winzeler, Alta Evelyn..... Maumee.
Wisda, James William..... Ney.
Wood, Robert Simpson..... Athens.
Zellner, Louis De Grief..... New Philadelphia.

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FRESHMEN

Adams, Evelyn Lyon..... Athens.
Ahern, William Joseph ..... Akron.
Alderman, Nellie Addine..... Athens.
Allen, Walter Osman..... New Plymouth.
Alspach, James Harvey..... Blacklick.
Andrews, Adda May..... Glouster.
Bagwell, Omar Cabell..... Bremen.
Balis, Carl Randall..... Athens.
Bartels, Ernest August..... Syracuse.
Beach, Philip Henry..... Kinsman.
Beal, Odessa May ..... Athens.
Beckler, Charles Rudolph..... Athens.
Beckler, Fred Hoadley..... Athens.
Bender, John Henry..... West Lafayette.
Bingham, Garnet Gertrude..... Athens.
Bingham, George Alvin..... Athens.
Bingman, Carl Wilson..... Latrobe.
Bingman, Oscar Perry..... Latrobe.
Blower, George Cromwell..... Trimble.
Boelzner, Wilhelmina Rose..... Athens.
Bolton, Edgar Walter..... Mendon.
Bolton, Rudolph Ray..... Mendon.
Bowman, Daniel Hunter..... Bartlett.
Boyd, John Stanley..... Canal Winchester.
Brickles, Lulu Harper..... Athens.

Britch, Kirby Ellsworth	Lancaster.
Brokaw, Robert Jackson	Centerburg.
Brown, Floyd Lucian	Seaman.
Cable, Will Ransom	Athens.
Campbell, Edna V	Athens.
Campbell, Ida Bell	Athens.
Carr, Charles Vincent	Sugar Grove.
Caywood, George Homer	Somerset.
Cherrington, Harold Edgar	Wellston.
Coleman, Harry Baxter	Carrollton.
Collins, Inez	McArthur.
Connett, Loring George	Athens.
Connett, Mary	Athens.
Cooper, David Miller	Athens.
Cousin, Florence Martha	Athens.
Cranmer, Harvey Edward	Athens.
Dauber, Clara Mae	Jackson.
Downer, Godfrey Kern	Monongahela, Pa.
Driggs, Frank Seaman	Athens.
Dunkle, Herbert Bothwell	Athens.
Earhart, Maizie Ada	Athens.
Eaton, Rena	New Vienna.
Edwards, Bernice C	Garretsville.
Evans, Chauncey Olds	Shadeville.
Eylar, Melville	Waverly.
Finsterwald, Charles Frederick	Guysville.
Finsterwald, Fredia	Athens.
Fisher, Julius Royal	Akron.
Fleming, Lucy E	Amesville.
Frantz, George W	Donora, Pa.
Fredenbur, Bertha Louise	Uhrichsville.
Fryburger, Frank C	Cozaddale.
Geiser, Mary Agnes	Lancaster.
Gibbons, John Tipton	New Plymouth.
Gillett, Kittie Rea	Athens.
Gordon, Chester Saylor	Mt. Victory.
Guy, Willard Arthur	Athens.
Haffey, William Hunter	Canal Winchester.
Halbirt, Lucy Keturah	Canaanville.
Halstead, Ruby Clara	Warren.
Hartford, Jefferson Saltsman	Toronto.
Hedges, Ross	Lancaster.
Heller, Vernon Otis	Lithopolis.
Hesse, George Ernest	Glouster.
Hickman, Wesley Harry	Nelsonville.
Higgins, Annette Amity Amanda	Athens.
Hooper, Emmett Lorenzo	Athens.
Hughes, Charles Guy	Coal Run.
Hunter, Marie Douglas	Athens.
Jackson, Ruby Claire	Paulding.

Johnston, William Cloyd	Bremen.
Jones, Evan Johnson	Athens.
Junod, Grace Marie	Athens.
Keck, Garnet Grace	McArthur.
Kenney, Ralph Clinton	Athens.
King, Elizabeth Eulalie	Glouster.
Koons, Herbert Nelson	Athens.
Lehman, Raymond Deford	Columbus.
Lewis, Dorothy Elizabeth	Athens.
Lewis, Mary Adaline	Athens.
Livingston, Alfred Erwin	Athens.
Lycan, William Edwin	Kansas, Ill.
Lynch, Ora Etta	Athens.
McCampbell, Flora	Plain City.
McKeever, Daniel Alvin	McArthur.
Mason, Ina Beulah	Sugar Grove.
Mason, Mabel Rose	Sugar Grove.
Melick, Clark Owen	Axline.
Merritt, Gladys Alice	Columbus.
Mills, Charles Edson	Athens.
Moon, Alice Emma	Warren.
Moore, Sylvia	Athens.
Morgan, Oliver Mack	Harper's Station.
Morgan, Thomas Francis	Jackson.
Mullay, Maud	Portland, Ore.
Mulligan, Mary Cecilia	Athens.
Naylor, Clyde George	Adena.
Ormsby, Wallace Owen	North Jackson.
Pelton, Gladys	Chagrin Falls.
Perkins, Ione Marie	McArthur.
Phelps, John Courtright	Lancaster.
Phillips, Frederick Emmett	Amesville.
Pollock, William Ralph	Coraopolis, Pa.
Porter, Mary	New Straitsville.
Putnam, Harriet Lamb	Athens.
Raney, Estelle Coler	Crooksville.
Reeves, George Walter	Albany.
Roach, Louise	Athens.
Robinson, Anna Elizabeth	Newark.
Ropp, Ethel Virginia	Canal Winchester.
Rowan, Marie Gertrude	Hattiesburg, Miss.
Rowles, Grace	Bremen.
Sanzenbacher, Elizabeth	Piqua.
Sause, Ellen Mercedes	Youngstown.
Schaeffler, Madeline	Athens.
Secoy, Mary Elizabeth	Athens.
Shelton, Dwight J	Marion.
Shupe, Lloyd Merle	Amanda.
Smith, Joseph Ross	Lancaster.
Speck, Frank Richards	Uhrichsville.

Spohn, Burrell Blakeney..... New Lexington.
Stevens, Hugh Albert..... Orwell.
Swisher, Addie Winnifred..... Warren.
Taylor, Arthur Hamilton..... McArthur.
Taylor Esther Marcella..... McArthur.
Thompson, Oliver ..... Hemlock.
Tuttle, Harley Angelo..... Diamond.
Ullom, Charlotte Devol..... Germantown, Pa.
Vore, Lyle Dean..... Athens.
Wark, Mary Platt..... Warren.
Warner, Henry Martin..... Guysville.
Warren, Samuel Cyrus, Jr..... Athens.
Welch, Wilson Johnson..... Charleston, W. Va.
West, Norman Orlando..... Medina.
Wetzel, Lewis Orvel..... Carrollton.
Williams, Wilbur Heslip..... Meadville, Pa.
Williamson, Charles Owen..... Lancaster.
Willison, Frederick J..... Croton.
Winter, Frederick Holston..... Crooksville.
Work, Taswell Beaver..... Circleville.
Yingst, Nora Urania..... Toronto.

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IRREGULAR AND SPECIAL STUDENTS

Bean, L. Gardner, Ph. M..... Athens.
Blazier, Goldie ..... Athens.
Bowman, Oswald Rudolph..... Bartlett.
Cherrington, Leila ..... Logan.
Cherrington, Sabina Eleanor..... Jackson.
Danford, Gladys Allen..... Glouster.
Faris, Lillie Anne..... Lynchburg.
Foster, Helen Marie..... Athens.
Hauschildt, Lillian Mabel..... Piqua.
Kaler, George Rannells..... Athens.
Kaler, Mary Engle, Ph. B..... Athens.
Kimberly, Charles Rufus..... Circleville.
Koons, Nelle ..... Athens.
Langdon, Emma May..... Washington C. H.
Milhoan, Frederick Bradford..... Shadyside.
Morton, Joshua Romine, B. S..... Athens.
Myers, Charity Luella..... Warnock.
Parks, Cora Belle..... Petersburg, W. Va.
Petry, David A..... West Manchester.
Power, Catherine..... Nelsonville.
Rowles, Theodocia Lucretia..... Bremen.
Ruston, William..... Athens.
St. Clair, Anna May, M. Ped..... Portsmouth.
Shires, Otho Frederick..... Rio Grande.
Smith, Thomas Maynard, Ph. B..... Athens.

Snyder, Orin Earle..... Mountville.
Souers, Franklin Earl..... New Philadelphia.
Soule, Mary Minnie..... Wilkesville.
Strawser, Nolene Maud..... Adelphi.
Thompson, Bert McCune..... Senecaville.
Walls, Callie King..... Athens.
Walls, Louise King..... Athens.
Welch, Ella Cadwallader..... Athens.
Williams, Anna Pearl..... Athens.
Wolfe, Carrie E..... Athens.

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THIRD PREPARATORY

Alford, James Perry..... Bremen.
Andrews, Florence Eva..... Glouster.
Ashbrook, Price William..... Amanda.
Backus, Vera Mary..... Holgate.
Bailey, Elsie Pauline..... St. Johns.
Barker, Rhoda Irene..... Athens.
Barnes, Bernice B..... Bowerston.
Bartlett, Gertrude ..... Bartlett.
Bean, Leo Chapman..... Gallipolis.
Beery, Jean Z..... Rushville.
Bigger, John Carl..... Frankfort Springs,, Pa.
Bishop, Helen Maud..... Athens.
Bishop, Homer Guy..... Athens.
Bohrer, Jay Verne..... Toledo.
Buchan, Mary Lloyd..... Mingo Junction.
Cain, Josephine ..... Caldwell.
Campbell, Helen Martyn..... Chagrin Falls.
Carman, Ralph Elliott..... Unionport.
Carpenter, Aileen Claire..... Athens.
Cary, Isabel Mary..... Mt. Vernon.
Cheadle, Georgia ..... Orland.
Clemmer, John Hugh..... Hicksville.
Crisp, Raymond George..... Akron.
Cross, Jessie Floy..... Racine.
Davis, Franklin Armitage..... Athens.
Davis, John Bruce..... Georgetown.
Davis, Madora ..... Marshfield.
Davis, Theora ..... Marshfield.
Diggs, Charles Owen ..... Lyndon.
Dixon, Mary Elizabeth..... Orwell.
Druggan, Elizabeth ..... Athens.
Drury, Roy ..... Glouster.
Dyer, John Brace..... Ironton.
Fletcher, George Everett..... Wakeman.
Flood, John William..... Rushville.
Floyd, Oliver Wendell Holmes..... Laurelville.
Forsythe, Florance D..... Monongahela, Pa.

Gage, Edith Olga..... Bartlett.
Gates, Corinne Tambling..... Chagrin Falls.
Gawthorp, Robert Murray..... Bridgeport, W. Va.
Geeting, Winona Pearl..... Lewisburg.
Gibson, Bessie Ione..... Amesville.
Gorslene, Bessie Mabel..... Nelsonville.
Grones, Addie Marie..... Athens.
Gross, Haidee Coral..... West Unity.
Groves, Nettie Arvilla..... Lancaster.
Hagan, Robert Anderson..... Adena.
Hammond, Ernest ..... Milan.
Henderson, Estella May..... Savannah.
Herrold, Grace May..... New Plymouth.
Hinds, Betty Ione..... Marion.
Hoopes, Laura May..... Chagrin Falls.
Hutchison, Gertrude ..... Baltimore.
Johnston, Edith May..... Little, Ky.
Kerr, Paul Bentley..... Hicksville.
Le Roy, Bernard Reamy..... Chagrin Falls.
Le Roy, Verne Emery..... Chagrin Falls.
Lee, Estella Clarissa..... Athens.
Lewis, Charles Raymond..... Rushville.
McLaughlin, Emma ..... Canal Fulton.
Martin, Penelope Helena..... Lisbon.
Miller, Arthur Stanley..... Thurston.
Mills, Elizabeth Frances..... Athens.
Minesinger, Thomas William..... Athens.
Mitchell, Eva Louise..... Point Pleasant, W. Va.
Moulton, Earl Chandler..... Lucasville.
Murphey, Caroline Belle..... Albany.
O'Conor, Gertrude ..... Stewart.
Parker, Clarence Emmett..... Athens.
Parks, Hugh Whiteford..... Hopedale.
Parks, Lewis Bernhard..... Hopedale.
Pearce, Clarence Spence..... New Petersburg.
Pickering, Goldie Gay..... Athens.
Pidgeon, Howard A..... Pennsville.
Pond, Walter Allen..... Athens.
Portz, Edward ..... Newcomerstown.
Reed, Atlee Delmer..... Waterford.
Rogers, Grace ..... Jelloway.
Salsbury, John Wenner..... Navarre.
Shallenberger, Ethel May..... Lancaster.
Shilliday, Clarence Lee..... New Milford.
Simpson, Trixie ..... Little Hocking.
Smith, Albert Truman..... Big Plain.
Spicer, Benjamin Harrison..... Athens.
Staker, Mabel Katherine..... Bremen.
Stambaugh, Sarah Josephine..... Bryan.
Stewart, Charles G..... Coolville.

Stoltz, Effie Edith..... Thornville.
Thompson, Catharine ..... Haydenville.
Titley, Charles Beish..... Marietta.
Walburn, Wesley ..... Athens.
Ward, Lenna Ethel ..... Athens.
Watkins, Judith. ..... Portsmouth.
White, Clyde Lawrence..... Coolville.
Wilcox, Ciora Amy..... Hudson.
Wilcox, Julia Ida..... Hudson.
Wiles, Gurtha Mildred..... Chicago.
Wilkes, Ernest Constantine..... Athens.
Will, Dorothy ..... McArthur.
Wilmot, Virgil P..... Chagrin Falls.
Wilson, Anna Belle ..... Guysville.

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SECOND PREPARATORY

Adams, Josephine Bentley..... Athens.
Adcock, Stanton Sylvester..... Junction City.
Alexander, Rosanna Blanche..... Chester Hill.
Allen, Herbert ..... Athens.
Barton, William Howard..... Adelphi.
Bechtol, Harvey Winfield..... Millersburg.
Begland, Samuel ..... New Straitsville.
Bickel, Lucile Clark..... Greenville.
Biddle, Benjamin Harrison..... Athens.
Blizzard, Alpheus W..... Baltimore.
Boyles, Ethel Vida..... North Lewisburg.
Bridgman, Bertha ..... Whigville.
Burley, Etta Louise..... Zanesville.
Byer, Rodolph ..... Athens.
Butts, Nina Leota ..... Athens.
Cagg, Miles Herbert..... Nelsonville.
Caldwell, Clara May..... Coolville.
Caldwell, Mary Jane..... Coolville.
Caldwell, Willie Burns..... Letart Falls.
Cameron, Sylvia ..... Cynthiana.
Chrisman, Oscie Dru..... Athens.
Clark, Cecile Wilma..... Athens.
Cobb, Howard Bundy..... Wellston.
Cullums, George Willis..... Athens.
Curry, Adelaide Gertrude..... McArthur.
Dickerson, Harlan Jewett..... South Zanesville.
Dixon, James Floyd..... Jackson.
Dumaree, Edward Louis..... Mineral.
Dutton, Walter Curtis..... Hockingport.
Eddy, Orton Cecil..... Millfield.
Erf, George Arthur..... Monroeville.
Ewing, Thomas Franklin..... Monongahela, Pa.
Fulwider, Albert Paul..... Athens.

Gallaher, Myrtle Ione..... Clarington.
Garman, Guy Feb..... Hudson.
Golden, James Brown..... Athens.
Gray, Charles Jennings..... McArthur.
Hammond, Arthur Dean..... Bloomingdale.
Hixson, Sarah Ethel..... Athens.
Howell, Willie Herbert..... Lone Cedar, W. Va.
Hunter, Edith May..... Marshfield.
Johnson, Rafael Roe..... Trimble.
Johnson, William Arthur..... Plants.
Johnston, Carroll Moore..... Little, Ky.
Johnston, Thomas Purley..... McArthur.
Jones, Rees Odwyn..... Jackson.
Jones, Roger Johnson..... Athens.
Kenney, Lora May..... Athens.
Kinner, Jesse..... Coshocton.
Knight, Charles Kelly..... Athens.
Krapps, Hazel L..... Athens.
Kuhn, Edward Howard..... Lancaster.
Lash, Lena Otto..... Athens.
Lee, William Walter..... Athens.
Leonard, Francis George..... Greenfield, Mass.
Leyda, Mabel Irene..... Cutler.
Lindley, David Howell..... Hamilton.
Longanecker, Roy ..... Louisville.
Lutz, George Wayne..... Langsville.
McBride, Samuel Thomas..... Coolville.
McCleery, William Acton..... Lancaster.
McClelland, Mary ..... Shreve.
McCune, Charles Nathaniel..... Plainfield.
McFarland, Heber ..... Center Belpre.
McFarland, Robert Russell..... Carroll.
McLaughlin, Henry Max..... Wilkesville.
Mallory, James G..... Pierpont.
Mauck, Anna Laura..... Cheshire.
Mechling, Frank Ernest..... Glenford.
Mills, Lelia Mary..... Guysville.
Myers, Robert Eugene..... Copley.
Niday, Oberlin Curtis..... Northup.
Orr, Nettie Viola..... Athens.
Palmer, Frank Harlan..... Glenford.
Parker, George Everett..... Athens.
Patterson, Clifford Scott..... Monongahela, Pa.
Portz, Harvey Oscar..... Newcomerstown.
Pratt, Harry Milan..... New Philadelphia.
Raver, Grover ..... Canal Winchester.
Reading, Laura Lorinda..... Athens.
Ridenour, Clarence Ray..... New Lexington.
Riley, Michael Frederick..... Guysville.
Russell, John Edgar..... South Burgettstown, Pa

Rutherford, Bessie Blanche	Carpenter.
Sheward, Carmel Clifford	Jackson.
Shrider, Ivan Zartman	Glenford.
Sibley, Hiram Ellis	Gallipolis.
Sloan, John Tolbert	Trimble.
Smith, Beulah	New Cumberland.
Smith, Carl Cleveland	Cadiz.
Sooysmith, Gerald Campbell	Riverside, Ill.
Speer, John Day	Bloomingdale.
Stage, William Addison	Lancaster.
Starr, Dano Elmer	Athens.
Starr, Elma Vera	Athens.
Stout, Orin Clark	Stoutsville.
Tannehill, Sarah Edith	Scott.
Tharp, Ray Golden	Hemlock.
Thomas, Emmett Lorin	Gallipolis.
Tracy, Ernest Winfield	Layman.
Wadley, Lloyd Otlet	Athens.
Webber, Robert Grover	Sistersville, W. Va.
Weber, John Finley	Masterton.
Wells, Anita H	Wellston.
Whitmore, Charles Egbert	Buchtel.
Wickliffe, Ray	Millersport.
Wilkes, Charles Olney	Athens.
Williams, James Stanley	Gallipolis.
Yauger, Harry Thomas	New Lexington.

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FIRST PREPARATORY

Andrews, Noah Frederick	Sand Run.
Ashbrook, Alva Hiram	Amanda.
Bandtel, Herbert George	Hamilton.
Barker, Robert Ralph	Athens.
Brooks, Eva May	Marshfield.
Bunch, Morrell	Muncie, Ind.
Butts, Clarence Roscoe	Athens.
Cannon, Mabel Claire	Millfield.
Caster, Aura	Carpenter.
Caster, Lovina	Carpenter.
Connett, Raymond Wendell	Athens.
Cooley, Nida	Athens.
Cox, Marie A	Luhrig.
Cowen, Earl	Albany.
Crippen, Helen Virginia	Athens.
Duncan, James Link	Athens.
Elliott, Lulu Faye	Athens.
Evans, Wendell Holmes	Thurman.
Harper, Lamar Seeley	Wheelersburg.
Higgins, Joseph Warren	Athens.
Hixson, Lucy Margaret	Athens.

Hughes, George Russell	Businessburg.
Josten, Fred John	Athens.
Karn, Almeda	Cove.
Kirkendall, Ruby Dell	Athens.
Lepley, Howard Day	Athens.
McPherson, Emerson Arthur	Albany.
Marion, Clara Jennie	Amanda.
Maxwell, Virgil Coler	Athens.
Mohler, Clara Vi	Pratt's Fork.
Moore, Clara Ellen	Athens.
Oxley, Delbert Franklin	Athens.
Pugh, Virgie Agnes	Vincent.
Sentman, Paul Porter	Rainsboro.
Shaner, Mary Ruth	Athens.
Shaver, Earl	Eastbank, W. Va.
Smith, Frank Allen	Big Plain.
Smith, Verle Cleveland	Basil.
Tarbill, Alice	New Holland.
Warrener, Mary Estelle	Amesville.
Webb, Earl Castor	Albany.
White, J. Everett	Nelsonville.
Wilkes, Herman Bingman	Chadbourne, N. C.
Wilkes, Lulu Constance	Athens.
Williams, Jacob Wilhelm	Pomeroy.
Wilson, Ada Belle	Athens.
Wilson, Arthur Lawrence	Winchester.
Zink, Etha Grace	Athens.

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ENROLLMENT IN THE STATE NORMAL COLLEGE, 1906-7

(Exclusive of Summer Term, 1906.)

FIRST YEAR IN ELEMENTARY EDUCATION

Andrews, Mary Arminda	Elk Fork.
Andrews, Noah Frederick	Sand Run.
Ashbrook, Alvah Hiram	Johnstown.
Bandtel, Herbert George	Hamilton.
Barnes, Nora Esther	Croton.
Brooks, Eva May	Marshfield.
Butts, Clarence Roscoe	Athens.
Cannon, Mabel Claire	Millfield.
Connett, Raymond Wendell	Athens.
Cooley, Nida	Athens.
Cowen, Earl	Albany.
Cox, Marie A	Luhrig.
Crossen, Constance Zura	Athens.
Culp, Orlin Francis	Jamestown.

Duncan, Adrienne Flossie..... Athens.
Duncan, James Link..... Athens.
Elliott, Lulu Faye..... Athens.
Evans, Wendell Holmes..... Thurman.
Gutherie, Clara Edna..... Alfred.
Harper, Lamar Seeley..... Wheelersburg.
Hixson, Emma Jean..... Athens.
Hixson, Lucy Margaret..... Athens.
Karn, Almeda ..... Cove.
Le Favor, Ella ..... Alfred.
Lent, Zelma May..... Jacksonville.
Linton, Gladys Amy..... Athens.
McPherson, Emerson Arthur..... Albany.
Marion, Clara Jennie..... Amanda.
Maxwell, Virgil Coler..... Athens.
Mohler, Clara Vi..... Pratt's Fork.
Pugh, Virgie Agnes..... Vincent.
Rife, Phena Abigail..... Kyger.
Sentman, Paul Porter..... Rainsboro.
Shaner, Mary Ruth..... Athens.
Smith, Frank Allen..... Big Plain.
Staneart, Amanda Eleanor..... Darwin.
Tatman, George Ralph..... New Plymouth.
Tubbs, Lemuel Meade..... Pratt's Fork.
Warrener, Mary Estelle..... Amesville.
Webb, Earl Castor..... Albany.
Weiss, Jessie Estella..... Athens.
White, J. Everett..... Nelsonville.
Wilkes, Herman Bingman..... Chadbourne, N. C.
Winters, Glenn Hunter..... McArthur.
Zimmerman, Susie May..... Albany.

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SECOND YEAR IN ELEMENTARY EDUCATION

Adams, Josephine Bentley..... Athens.
Adcock, Stanton Sylvester..... Junction City.
Alexander, Rosanna Blanche..... Chesterhill.
Andrews, Charles Wesley..... Glenford.
Babione, Kathryn Agnes..... Woodville.
Babione, Larue Frances..... Woodville.
Batterson, Iva Pearl..... Bryan.
Beath, Emma Augusta..... Hillsboro.
Begland, Samuel ..... New Straitsville.
Boetticher, Albert Wesley..... Sardis.
Brohard, Edith Bronson..... Coalton.
Burgess, Ethel Julia..... Bartlett.
Burgess, Irma Ada..... Bartlett.
Burley, Etta Louise..... Zanesville.
Byrd, Jennie ..... Martins Ferry.

Butts, Nina Leota..... Athens.
Gagg, Miles Herbert..... Nelsonville.
Caldwell, Clara May..... Coolville..
Caldwell, Mary Jane..... Coolville..
Caldwell, Willie Burns..... Letart Falls.
Cameron, Albert F..... Marshall.
Cameron, Sylvia ..... Cynthiana.
Cartmell, Eva Bess..... Peoria.
Cartmell, Maud ..... Peoria.
Christman, Anthony ..... Guysville.
Clark, Cecile Wilma ..... Athens.
Crabbe, Fred Locke..... South Solon.
Cullums, George Willis..... Athens.
Curry, Adelaide Gertrude..... McArthur.
Dickerson, Harlan Jewett..... South Zanesville.
Dixon, James Floyd..... Jackson.
Doyle, Langdon Earl..... Senecaville.
Dumaree, Edward Louis..... Mineral.
Eddy, Orton Cecil..... Millfield.
Edmiston, Laura Belle..... Toronto.
Eldridge, Anna Elizabeth..... Bartlett.
Erf, George Arthur..... Monroeville.
Evans, Lucy Belle ..... Guysville.
Falls, Ella Catherine..... Bishopville.
Fulwider, Albert Paul..... Athens.
Gallaher, Myrtle Ione..... Clarington.
Gilbert, Ina ..... Stella.
Gray, Charles Jennings..... McArthur.
Hemphill, Winona ..... Copley.
Herrold, Daisy Irene..... Nelsonville.
Herrold, Mary Elizabeth..... Nelsonville.
Hughes, George Russell..... Businessburg.
Johnson, Rafael Roe..... Trimble.
Johnson, William Arthur..... Plants.
Jones, Rees Odwin..... Jackson.
Karr, Clara Helen..... Syracuse.
Kenney, Lora May..... Athens.
Ketter, Ella ..... Coalton.
Kinner Jesse ..... Coshocton.
Knight, Charles Kelly..... Athens.
Kym, Frank L..... Somerset.
Leckrone, Maurice ..... Glenford.
Lee, William Walter..... Athens.
Leyda, Mabel Irene..... Cutler.
Lively, Bertha Alwilda..... Albany.
McBride, Mary Addine..... Coolville.
McBride, Samuel Thomas..... Coolville.
McCartney, Harry Rollin..... Hendrysburg.
McCleery, William Acton..... Lancaster.
McClelland, Mary ..... Shreve.

McFarland, Heber ..... Center Belpre.
McLaughlin, Henry Max..... Wilkesville.
McNaughton, James Edgar..... South Webster.
Mallory, James G..... Pierpont.
Mauck, Anna Laura..... Cheshire.
Mechling, Frank Ernest..... Glenford.
Mills, Lelia Mary..... Guysville.
Myers, Robert Eugene..... Copley.
Niggemeyer, Theodore Arthur..... Guysville.
O'Connor, Delia ..... Alice.
Orr, Nettie Viola ..... Athens.
Palmer, Frank Harlan..... Glenford.
Parker, George Everett..... Athens.
Portz, Harvey Oscar..... Newcomerstown.
Ricketts, Carrie Edith..... Sugar Grove.
Ridenour, Clarence Ray..... New Lexington.
Rutherford, Bessie Blanche..... Carpenter.
Schellenger, Guy Washington..... Jackson.
Shrider, Ivan Zartman..... Glenford.
Simmons, Guy David..... Jackson.
Smith, Beulah ..... New Cumberland.
Spriggs, Herbert ..... Oak Hill.
Stage, William Addison..... Lancaster.
Starkey, Mary ..... Glouster.
Starr, Dano Elmer..... Athens.
Strider, Uberto Henry..... South Solon.
Tannehill, Sarah Edith..... Scott.
Tracy, Ernest Winfield..... Layman.
Tripp, Muriel Elizabeth..... Holgate.
Valentine, Helen Rachel..... Murphy.
Voegtly, Nell Leona..... Hannibal.
Wadley, Lloyd Otlet..... Athens.
Walker, Alice Elizabeth..... Mt. Orab.
Wemer, Fred Wilson..... Millfield.
Wells, Anita H..... Wellston.
Whitmore, Charles Egbert..... Buchtel.
Wickliffe, Ray ..... Millersport.
Winn, Mabel Elizabeth..... Rutland.

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THIRD YEAR IN ELEMENTARY EDUCATION

Alford, James Perry..... Bremen.
Andrews, Florence Eva..... Glouster.
Backus, Vera May..... Holgate.
Barker, Rhoda Irene..... Athens.
Bartlett, Gertrude ..... Bartlett.
Bean, Leo Chatman ..... Gallipolis.
Bemis, Arthur Sheldon..... Aurora.
Bohrer, Jay Verne..... Toledo.

Buchan, Mary Lloyd	Mingo Junction.
Cain, Josephine	Caldwell.
Campbell, Helen Martyn	Chagrin Falls.
Cary, Isabel Mary	Mt. Vernon.
Cheadle, Georgie	Orland.
Crisp, Raymond George	Akron.
Davis, John Bruce	Georgetown.
Davis, Madora	Marshfield.
Davis, Theora	Marshfield.
Diggs, Charles Owen	Lyndon.
Druggan, Elizabeth	Athens.
Drury, Roy	Glouster.
Fletcher, George Everett	Wakeman.
Forsythe, Florance D	Monongahela, Pa.
Gage, Edith Olga	Bartlett.
Gates, Corinne Tambling	Chagrin Falls.
Geeting, Winona Pearl	Lewisburg.
Gross, Haidee Coral	West Unity.
Groves, Nettie Arvilla	Lancaster.
Hammond, Ernest	Milan.
Henderson, Estella May	Savannah.
Herrold, Grace May	New Plymouth.
Hinds, Bettie Ione	Marion.
Hoopes, Laura May	Chagrin Falls.
Hutchinson, Gertrude	Baltimore.
Johnston, Edith May	Little, Ky.
Lee, Estella Clarissa	Athens.
McLaughlin, Emma	Canal Fulton.
Martin, Penelope Helena	Lisbon.
Minesinger, Thomas William	N. Cumberland, W. Va.
Pearce, Clarence Spence	New Petersburg.
Pickering, Goldie Gay	Athens.
Rogers, Grace	Jelloway.
Shallenberger, Ethel May	Lancaster.
Smith, Albert Truman	Big Plain.
Stambaugh, Sarah Josephine	Bryan.
Stoltz, Effie Edith	Thornville.
Walburn, Wesley	Athens.
Ward, Lenna Ethel	Athens.
Watkins, Judith	Portsmouth.
Wilcox, Clora Amy	Hudson.
Wilcox, Julia Ida	Hudson.
Wiles, Gurtha Mildred	Chicago.
Wilkes, Ernest Constantine	Athens.
Will, Dorothy	McArthur.
Wilson, Anna Belle	Guysville.

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FRESHMEN

Adams, Evelyn Lyon..... Athens.
Allen, Walter Osman..... New Plymouth.
Bowman, Daniel Hunter..... Bartlett.
Collins, Inez ..... McArthur.
Cousin, Florence Martha..... Athens.
Earhart, Mazie Ada..... Athens.
Eaton, Rena..... New Vienna.
Edwards, Bernice C..... Garrettsville.
Gibbons, John Tipton..... New Plymouth.
Halstead, Ruby Clara..... Warren.
Hedges, Ross ..... Lancaster.
Hunter, Marie Douglas..... Athens.
Jackson, Ruby Claire..... Paulding.
Keck, Garnet Grace..... McArthur.
Lehman, Raymond Deford..... Columbus.
Lewis, Dorothy Elizabeth..... Sandusky.
Lewis, Mary Adaline..... Athens.
McCampbell, Flora ..... Plain City.
Merritt, Gladys Alice..... Columbus.
Mulligan, Mary Cecilia..... Athens.
Pelton, Gladys M..... Chagrin Falls.
Robinson, Anna Elizabeth..... Newark.
Ropp, Ethel Virginia..... Canal Winchester.
Sause, Ellen Mercedes..... Youngstown.
Secoy, Mary Elizabeth..... Athens.
Spohn, Burrell Blakney..... New Lexington.
Stevens, Hugh Albert..... Orwell.
Swisher, Addie Winnifred..... Warren.
Taylor, Esther Marcella..... McArthur.
Taylor, Arthur Hamilton..... McArthur.
Vore, Lyle Dean..... Athens.
Wark, Mary Platt..... Warren.
Welch, Wilson Johnson..... Charleston, W. Va.
Yingst, Nora Urania..... Toronto.

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SOPHOMORES

Badertscher, Jacob A.....Larue.
Bailey, Cora Ethelyn..... Lilly Chapel.
Bean, Cecil Calvert..... Athens.
Bean, Fanny Cozette..... Athens.
Buchanan, Edith Amanda..... Basil.
Chappelear, Mary Laurette Burdsall..... Athens.
Coulter, Lewis Eldon..... Malta.
Cranmer, Lucy Aretha..... Athens.
Duga, Nettie Sara..... Bellaire.
Gahm, Haldor Louis..... Jackson.
Glaser, Mary Katherine..... Warren.

Harmon, Elizabeth Adella..... Aurora.
Hawk, Helen Marie..... Athens.
Hudson, Myrtle ..... Ashley.
Huhn, William ..... Hamden Junction.
Keck, Blanche Ione..... McArthur.
Kinsinger, Grace Eleanor..... Bellefontaine.
McBride, Jessie Enile..... Athens.
McGee, Allie Fedilia..... Middletown.
Matheny, William Alderman..... Sardis.
Meyers, Effie Pearl..... Amanda.
Miser, Mary H..... Conneaut.
Morgan, William Thomas..... Bourneville.
Morris, Leota Blanche..... Harrisville.
Niman, Ida Augusta..... Aurora.
Richmond, Winifred Vanderbilt..... Marshfield.
Somerwill, Grace ..... Orwell.
Teaters, Elizabeth Mayes..... Columbus.
Thompson, Ida May..... Athens.
Watkins, Mary Carson..... Athens.
White, Clyde ..... New Concord.
Winzeler, Alta Evelyn..... Maumee.

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JUNIORS

Adams, John William..... Johnstown.
Brown, Milton Maywould..... Bremen.
Cooley, Calla Ernestine..... Athens.
Harter, Elizabeth ..... Marietta.
Hayes, George Leroy..... Pierpont.
Lady, William Franklin..... Bethel.
Merritt, Lillabridge Cynthian..... Columbus.

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SENIORS

Agler, Charles Marshall..... Eldorado.
Coultrap, Bernice Hughes..... McArthur.
Higgins, Winifred Belle..... Athens.
McVey, John Tipton..... Eastbank, W. Va.
Martzolff, Clement Luther..... New Lexington.
Mohler, Nellie Blanche..... Athens.
Simon, Mary Anna..... Piqua.

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SPECIAL NORMAL

Allen, Herbert ..... Athens.
Asher, Ethel Marie..... New Holland.
Beck, Ernest Ray..... Somerset.
Bennett, Clarence Edward..... Nelsonville.
Berry, Ella Ethelyn..... Quincy, Ky.
Bishop, Mary Virginia ..... Ironton.
Boord, Creed Maxwell..... Ostrander.

Bourquin, Jessie Mabel	North Baltimore.
Bower, Allen McClelland	Coshocton.
Brown, Olive	Revere, Mo.
Calhoon, Goldie Celestia	New Lexington.
Cash, Hamilton La Rue	Byesville.
Caster, Aura	Carpenter.
Castor, Lovina	Carpenter.
Clark, Marguerite	Circleville.
Conn, Margaret Alta	Nelsonville.
Eaton, Mary Jane	Circleville.
Giesey, Julia Etta	Smithfield.
Hamilton, Paul Ibbotson	Brownsville.
Kimberly, Charles Rufus	Circleville.
Kincade, Myrta Pearl	Athens.
Kratch, Emma Sophie	Massillon.
La Bounty, Bertha	Chicago.
La Bounty, Lettie Leone	Chicago.
Langdon, Emma May	Washington C. H.
Linville, Grace May	Circleville.
McKee, Effie	Nelsonville.
Milhoan, Frederick Bradford	Shadyside.
Milton, Katherine Douglass	Youngstown.
Moninger, Henry Franklin	Scio.
Murphy, Katherine Cecilia	Painesville.
Myers, Charity Luella	Warnock.
Myers, Jesse Morrison	Steubenville.
Parfitt, Edith May	Nelsonville.
Parkins, Laura Gertrude	Orbiston.
Parks, Cora Belle	Petersburg, W. Va.
Patterson, Gail	Shadyside.
Petry, David A	West Manchester.
Power, Katherine	Nelsonville.
Regan, Matthew	Wilmington.
Reidenbauch, Frederick William	Port Washington.
Riter, Nicholas John	Ironton.
Rowles, Theodocia L	Bremen.
Seeger, Florence Barbara	Youngstown.
Sharp, George Bondurant Tracy	Lucasville.
Shea, Mary Monica	Zaleski.
Snyder, Orin Earl	Mountville.
Starkey, Edith Belle	New Lexington.
Strawser, Nolene Maud	Adelphi.
Taylor, Barnett Winning	Hendrysburg.
Tague, Paul	New Lexington.
Thompson, Eugene Franklin	Nelsonville.
Treuthart, Alice Cornelia	Portsmouth.
Walter, Charles William	Rushville.
Webber, Goldie	Sistersville, W. Va.
Wedge, Ida De Camp	Glouster.
Weigel, Martha Helen	Salineville.

Williams, Anna Pearl..... Athens.
Young, Lois Jeannette ..... Norwalk.
Young. Estella May..... Amanda.

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POST-GRADUATES

Baker, Harley Ellsworth..... Lancaster.
Clayton, Mary Florence..... Athens.
Ely, George Leonard..... Wellston.
Henderson, Lulu May..... Cedarville.
Howe, Mary Blanche..... Athens.
Kaler, Mary Engle..... Athens.
Martin, Catherine Regina..... Jackson.
Reynolds, John Fletcher..... Island Creek, Ore.
St. Clair, Anna Mae..... Portsmouth.
Timberman, John Clement..... Coalton.

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STUDYING FOR A DEGREE

Beard, Solomon Frederick, A. B..... Paulding.
Christmann, George Washington, B. Ped..... Murray City.
Hedrick, Eli Christian, B. Ped..... Clarksburg.
Matheny, Charles Morris, B. Ped..... Circleville.

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SUMMARY

First Year in Elementary Education	45
Second Year in Elementary Education	103
Third Year in Elementary Education	54
Freshman	34
Sophomores	32
Juniors	7
Seniors	7
Special Normal	60
Post-Graduate	10
Post-Graduate, Studying for a Degree	4
Total	356

ENGINEERING

ELECTRICAL ENGINEERING

Advanced Students

Alspach, James Harvey..... Blacklick.
Anderson, George Murray..... Chillicothe.
Bagwell, Omar Cabell..... Bremen.
Beach, Philip Henry..... Kinsman.

Beasley, William Floyd..... Amesville.
Bender, John Henry..... West Lafayette.
Blackstone, Wilbert Stanley..... Cumberland.
Britch, Kirby Ellsworth..... Lancaster.
Brokaw, Robert Jackson..... Centerburg.
Carr, Charles Vincent..... Sugar Grove.
Cheeseman, Redick C..... Grove City, Pa.
Cooley, John Milton..... Athens.
Cunningham, Fred Nixon..... Steubenville.
Driggs, Frank Seaman..... Athens.
Dyer, John Brace..... Ironton.
Elliott, Edward Byron..... Hillsboro.
Fryburger, Frank C..... Cozaddale.
Heyman, Roscoe Winfield..... Bellevue.
Hickle, Clyde Monroe..... Lithopolis.
Hickman, Harry Wesley..... Nelsonville.
Hilliard, Atwell Franklin..... Lithopolis.
Hughes, Charles Guy..... Coal Run.
Johnson, Howard Blane..... Plants.
Johnston, William Cloyd..... Bremen.
Michaels, Augustus Philip..... Chillicothe.
Miller, Albert Earl..... Nellie.
Phelps, John Courtright..... Lancaster.
Porter, Francis Marion ..... Circleville.
Raney, Estelle Coler..... Crooksville.
Scott, Fred Blaine ..... Athens.
Shelton, Dwight J..... Marion.
Smith, Joseph Ross..... Lancaster.
Thompson, Oliver..... Hemlock.
Thompson, Vaughn Conroy..... Bryan.
Warner, Henry Martin..... Guysville.
West, Norman Orlando..... Medina.
Willison, Frederick J..... Croton.
Work, Taswell Beaver..... Circleville.

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First Year

Allen, Herbert (preparatory)..... Athens.
Bechtol, Harvey Winfield..... Millersburg.
Bemis, Arthur Sheldon..... Aurora.
Boyd, John Stanley..... Canal Winchester.
Clark, Harold William..... Deersville.
Coleman, Harry Baxter..... Carrollton.
Cookson, James Franklin..... Bloomingdale.
Cox, Clarence Clifford..... Gillespieville.
Creamer, Clark Willis..... Lowell.
Daum, Carl ..... Saginaw, Mich.
Davis, Franklin Armitage..... Athens.
Davis, John Bruce..... Georgetown.
Diggs, Charles Owen..... Lyndon.

Epperson, Herbert ..... Linton, Ind.
Finney, Joseph Ray..... Waverly.
Frost, Leo Broadwell..... Marietta.
Gordon, Chester Saylor..... Mt. Victory.
Hambleton, Clarence Orlando..... Marietta.
Hammond, Arthur Dean..... Bloomingdale.
Hankison, Lewie Ellsworth..... Lancaster.
Hartford, Jefferson Saltsman..... Toronto.
Jonston, Tom Addison..... Burghill.
Keller, Cecil Ward..... Bremen.
Lapp, Paul George..... Bucyrus.
McClure, Oscar Earle..... Seaman.
Minesinger, Thomas William (preparatory).. N. Cumberland, W. Va.
Patterson, Jay Robert..... Shiloh.
Pettit, Percival Percelses..... Creola.
Ross, Joseph Finical..... Enfield.
Scott, Earl Leo..... New Washington.
Sever, Clement Zeno..... Waldron, Ind.
Shields, Buren Riley..... Crooksville.
Silvus, William Green..... Athens.
Sites, Fred ..... Lancaster.
Speer, James Eberlein..... Bloomingdale.
Spicer, Benjamin Harrison..... Athens.
Stamm, John Merrill..... Prospect, Pa.
Stevenson, Arthur James..... Kenton.
Tannehill, Frederick Horace..... Logan.
Taylor, Barnett Winning..... Hendrysburg.
Terrien, Frederick Francis..... Grand Rapids, Mich.
Watts, Charles Harrison..... Crooksville.
Welch, Matthew Reed..... Burgettstown, Pa.
Wetzel, Lewis Orvel..... Carrollton.
Williams, Raymond J (preparatory)..... Athens.
Williamson, Samuel Alpha..... Amanda.
Wilmot, Virgil P..... Chagrin Falls.
Witherspoon, Guy Halliday..... McArthur.

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CIVIL ENGINEERING

Second Year

Adams, Karl Langdon..... Athens.
Balis, Carl Randall..... Athens.
Beckler, Charles Rudolph..... Athens.
Beckler, Fred Hoadley..... Athens.
Bibbee, Elijah Clinton..... Letart Falls.
Byder, Charles Oliver..... Carrollton.
Connett, Loring George..... Athens.
Connett, William Wyatt..... Athens.
Foster, Harry Zadoc..... Athens.
Howard, George Edward..... Orwell.

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Pollock, William Ralph..... Coraopolis, Pa.
Warren, James Pratt..... Athens.
Wisda, James William..... Ney.

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First Year

Bigger, John Carl..... Frankfort Springs, Pa.
Cooper, David Miller..... Athens.
Crisp, Raymond George..... Akron.
Crow, Herman G..... Madison Mills.
Frantz, George W..... Donora, Pa.
Fulwider, William Elbert..... Athens.
Koons, Herbert Nelson..... Athens.
Lever, Henry Work..... Loveland.
Morgan, Thomas Francis..... Jackson.
Nye, Robert Eugene..... Chauncey.
Pidgeon, Howard A..... Pennsville.
Titley, Charles Beish..... Marietta.
Zellner, Louis De Grief..... New Philadelphia.

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COMMERCIAL COLLEGE

FULL COMMERCIAL COURSE FINISHED IN 1906

Curran, Oscar Waldo..... Corning.
Miller, Guy Dolphus..... Athens.
Murphy, Edward Chambers..... Amanda.

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FOURTH YEAR IN COMMERCIAL COURSE

Bingham, George Alvin..... Athens.
Livingston, Alfred Erwin..... Athens.
Lorbach, Leo William..... Waverly.
Parks, George Crawford..... Hopedale.

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THIRD YEAR IN COMMERCIAL COURSE

Bingham, Garnet Gertrude..... Athens.
Campbell, Edna V..... Athens.
Connett, Mary ..... Athens.
Cranmer, Harvey Edward..... Athens.
Finsterwald, Fredia ..... Athens.
Hamilton, Frank Howard..... Monongahela, Pa.
Junod, Grace Marie..... Athens.
Lynch, Ora Etta..... Athens.
McKeever, Daniel Alvin..... McArthur.
McLean, Nelle Charlotte..... Athens.
Roach, Louise ..... Athens.
Schaeffler, Madeline ..... Athens.

Shupe, Ervin Ellsworth..... Amanda.
Warren, Samuel Cyrus..... Athens.

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SPECIAL COURSE COMPLETED IN 1906

Alderman, Lola Florence (Accounting)..... Glouster.
Bingham, George Alvin (Accounting)..... Athens.
Brokaw, Robert Jackson (Accounting)..... Centerburg.
Ewing, Glenroy Henry (Accounting and Stenography) ..... Pomeroy.
Fletcher, William Hugh (Accounting)..... Albany.
Geiser, Mary Agnes (Stenography)..... Lancaster.
Hayes, Rose Elizabeth (Stenography)..... Athens.
Kincade, Myrta Pearl (Stenography)..... Athens.
Law, Loretta Hortense (Accounting and Stenography) ..... Station 15.
Livingston, Alfred Erwin (Accounting)..... Athens.
McDaniel, Etta (Accounting)..... New Plymouth.
Morrow, Garfield Blaine (Stenography)..... Claysville, Pa.
Murphy, Clayton Earl ,Accounting)..... Nelsonvlle.
Naylor, Glyde George (Accounting)..... Adena.
Rowles, Grace (Stenography)..... Bremen.
Shafer, Eugene Earl(Accounting)..... Nelsonville.
Shupe, Ervin Ellsworth (Accounting)..... Amanda.
Thompson, Eugene Franklin (Stenography).... Nelsonville.
Webster, Delpha May (Stenography)..... Athens.
Weidman, James Millard (Accounting)..... Athens.
West, Norman Orlando (Accounting)..... Medina.
Winter, Frederick Holston (Accounting)..... Crooksville.
Young, Estella May (Stenography)..... Amanda.
Young, Nellie Vannetta (Accounting)..... Athens.

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REVIEW, SPECIAL AND COURSE UNFINISHED

Allard, Laura Eliza..... Jackson.
Anderson, George Murray..... Chillicothe.
Atkinson, Etta Violet..... Athens.
Barger, Fred ..... Piketon.
Bartels, Ernest August..... Syracuse.
Beach, Philip Henry..... Kinsman.
Bean, Fanny Cozette..... Athens.
Bennett, Clarence Edward..... Nelsonville.
Bishop, Helen Maud..... Athens.
Britch, Kirby Ellsworth..... Lancaster.
Burgoon, Anna Gertrude..... Athens.
Burritt, Nellie June..... Athens.
Cable, Will Ransom..... Athens.
Campbell, Ida Bell..... Athens.

Carr, Charles Vincent	Sugar Grove.
Caywood, George Homer	Somerset.
Cherrington, Harold Edgar	Wellston.
Conrad, Albert Allen	Amanda.
Cook, Grace	Columbus.
Coulter Lewis Eldon	Malta.
Cox, Ellis Van Hise	Dayton.
Crow, Herman G	Madison Mills.
Dains, Wesley Frederick	Albany.
Davis, Halbert Mattocks	Kinsman.
Diggs, Charles Owen	Lyndon.
Dorr, Will Lee	Athens.
Druggan, Minnie Elsie	Athens.
Dyer, John Brace	Ironton.
Evans, Chancey Olds	Shadeville.
Fleming, Lucy E	Amesville.
Foster, Franklin Pierce	Lilly Chapel.
Fryburger, Frank C	Cozaddale.
Frye, Lola Belle	Millersport.
Gleason, Helen Celia	Athens.
Gray, Charles Jennings	McArthur.
Green, Joseph Henry	Athens.
Haffey, William Hunter	Canal Winchester.
Hampton, Edna Renietta	Nelsonville.
Hankison, Lewie Ellsworth	Lancaster.
Hawk, James Finly	Petrolia, Pa.
Hesse, George Ernest	Glouster.
Hickle, Clyde Monroe	Lithopolis.
Hilliard, Atwell Franklin	Lithopolis.
Hoerner Osa	Euphemia.
Hooper, Emmett Lorenzo	Athens.
Hunter, Edith May	Marshfield.
James, Mary Elizabeth	Athens.
Johnson, Howard Blane	Plants.
Johnston, William Cloyd	Bremen.
Jones, Hattie Elizabeth	Chillicothe.
Jones, Thomas Hoyt	Jackson.
Jourden, Sarah Evelyn	Athens.
Kenney, Ralph Clinton	Athens.
Kincade, Myrta Pearl	Athens.
Kinnison, Margaret Lucile	Jackson.
Kurtz, Frank Bartlett	Athens.
Lohse, Goldie May	Athens.
McCleery, William Acton	Lancaster.
McCoy, Garnet Elizabeth	Middleport.
McDaniel, Etta	New Plymouth.
McKee, Effie	Nelsonville.
Matheny, Aletha Mayme	Athens.
Melick, Clark Owen	Axline.
Michaels, Augustus Philip	Chillicothe.

Miller, Albert Earl..... Nellie.
Mills, Blanche Aldine..... Athens.
Mills, Elizabeth Frances..... Athens.
Moon, Alice Emma..... Warren.
Morgan, William Thomas..... Bourneville.
Morris, Arthur Garfield..... Sumner.
Murphy, Clayton Earl..... Nelsonville.
Myers, Jesse Morrison..... Steubenville.
Niggemeyer, Theodore Arthur..... Guysville.
Norton, Willey Higby..... Staunton, Va.
Ormsby, Wallace Owen..... North Jackson.
Parker, Allie May..... Alexandria.
Patterson, Attie Winifred..... Athens.
Pennybacker, Hazel Leona..... Nelsonville.
Peugh, Minnie Olive..... Glouster.
Porter, Mary ..... New Straitsville.
Pursell, Charles Lewis..... Logan.
Reading, Laura Lorinda..... Athens.
Rowles, Grace ..... Bremen.
Russell, John Philip..... Beaver.
Ruston, James ..... Athens.
Ruston, William ..... Athens.
Sanzenbacher, Elizabeth ..... Piqua.
Scanlan, Marghretta ..... Lancaster.
Schaeffler, Charles Harry..... Athens.
Selby, Goldie Belle..... Athens.
Shaffer, Minnie O..... South Salem.
Sharp, George Bondurant Tracy..... Lucasville.
Shelton, Dwight J..... Marion.
Smith, Thomas Maynard..... Athens.
Speck, Frank Richards..... Uhrichsville.
Starling, Louise Pauline..... Athens.
Starr, Beulah ..... Austin.
Sweeney, Edith ..... Athens.
Swygert, Mary ..... Pataskala.
Thomas, George Grindley..... Jackson.
Thomas, Margaret ..... Glouster.
Thompson, Bert McCune..... Senecaville.
Timberman, John Clement..... Coalton.
Townsend, Florence Amanda..... Carpenter.
Vale, Wilson Ellis..... Smithfield.
Walsh, Ethel Xavier..... Athens.
White, Clyde Lawrence..... Coolville.
White, Mary Adda..... Athens.
White, Anna Mary..... Athens.
Williams, Jacob Wilhelm..... Pomeroy.
Williamson, Charles Owen..... Lancaster.
Wood, Robert Simpson..... Athens.

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COLLEGE OF MUSIC

Adams, Josephine Bentley	Athens.
Alderman, Lola Florence	Glouster.
Alderman, Nellie Addine	Athens.
Alderman, William Elijah	Athens.
Allard, Laura Eliza	Jackson.
Andrews, Adda May	Glouster.
Andrews, Florence Eva	Glouster.
Arning, Myrtle Delia	Defiance.
Babione, Kathryn Agnes	Woodville.
Badertscher, Mary Blanche	Beaver Dam.
Baker, Faye Athens	Athens.
Barnes, Bernice B	Bowerston.
Beal, Odessa May	Athens.
Bean, Cecil Calvert	Athens.
Bean, L. Gardner	Athens.
Beckler, Edith Blanche	Athens.
Beckett, John Scouller	Hamilton.
Bell, Minnie Madrey	Athens.
Berry, Ella Ethelin	Quincey, Ky.
Bishop, Mary Virginia	Athens.
Blizzard, Alpheus W	Baltimore.
Boelzner, Wilhelmina Rose	Athens.
Bolton, Rudolph Ray	Mendon.
Bowers, Lena	Albany.
Bowman, Oswald Rudolph	Bartlett.
Bowser, Ida Elizabeth	Columbus.
Boyd, Mattie Lucretia	Canal Winchester.
Brickles, Lulu Harper	Athens.
Brooks, Dana Frances	Athens.
Broooks, Ruth Newcome	Athens.
Brown, Olive	Revere, Mo.
Buchan, Mary Lloyd	Mingo Junction.
Burgess, Ethel Julia	Bartlett.
Burley, Etta Louise	Zanesville.
Burson, Lucile	Shade.
Cain, Josephine	Caldwell.
Caldwell, Clara May	Coolville.
Campbell, Edna V	Athens.
Campbell, Helen Martyn	Chagrin Falls.
Carpenter, Aileen Claire	Athens.
Carpenter, Anna Adrienne	Athens.
Carr, Alberta Hamilton	Athens.
Cary, Isabel Mary	Mt. Vernon.
Cassil, Ella Jean	Howard.
Chaney, Joanna	Murray City.
Chappelear, Mary Laurette Burdsall	Athens.

Chrisman, Oscie Dru..... Athens.
Chubb, Catherine ..... Athens.
Chute, Bernice Fauney..... Jacksonville.
Clarke, Fauntelle Aileene..... Glouster.
Clayton, Mary Florence..... Athens.
Coakley, Mabel ..... Nelsonville.
Coates, Anna Pearl..... Nelsonville.
Connett, Bessie ..... Athens.
Cook, Cora Elene..... Middleport.
Copeland, Edna Florence..... Athens.
Copeland, Nellie Elizabeth..... Athens.
Copeland, Thomas Harold..... Athens.
Crippen, Helen Virginia..... Athens.
Crisp, Raymond George..... Akron.
Cromley, Edythe Baker..... Athens.
Cummings, Foss ..... Gnadenhutten.
Dana, Louise Perkins..... Athens.
Davis, Adda Lillian..... Glouster.
Denbow, Emma Lurena ..... San Toy.
Dent, Vina May..... Athens.
Dewees, Eliza ..... Washington.
Doolittle, Fleda Doris..... Carbondale.
Driggs, Bessie Irene..... Athens.
Drury, Roy ..... Glouster.
Duga, Nettie Sara..... Bellaire.
Dunkle, Herbert Bothwell..... Athens.
Dyson, Mary Elizabeth..... Athens.
Earhart, Maizie Ada..... Athens.
Eaton, Edith Mildred..... Huntington, W. Va.
Eaton, Rena ..... New Vienna.
Edwards, Bernice C..... Garrettsville.
Elder, Mary Frances..... Athens.
Englander, Mary Augusta..... Deavertown.
Ervin, Ozella ..... Wellston.
Falloon, Helen Worth..... Rutland.
Faris, Lillie Anne..... Lynchburg.
Feisley, Carrie Ora..... Clarington.
Fenzel, William Henry..... Athens.
Finsterwald, Charles Frederick..... Guysville.
Finsterwald, Fredia ..... Athens.
Fisher, Julius Royal..... Akron.
Flinn, Nora Ethel..... Latrobe.
Forsythe, Florance D..... Monongahela, Pa.
Foster, Charles Elmer..... Chillicothe.
Foster, Helen Marie..... Athens.
Francis, Mildred Isabel..... Athens.
Fredenbur, Bertha Louise..... Uhrichsville.
Gabbert, Nan Maria..... Point Pleasant, W. Va.
Gahm, Haldor Louis..... Jackson.
Gamble, Sylvia Vesta..... Athens.

Gates, Corinne Tambling	Chagrin Falls.
Gibbs, Erma May	Bolin's Mills.
Gillett, Kittie Rea	Athens.
Ginnan, Mary Ellen	Athens.
Goldsberry, Blaine Randolph	Athens.
Goldsberry, John Russell	Athens.
Green, Joseph Henry	Athens.
Green, Lizzie Belle	Athens.
Grones, Addie Marie	Athens.
Gross, Carl Lenox	Athens.
Guiler, Helena Maria	Whigville.
Halbirt, Lucy Keturah	Canaanville.
Hall, Elizabeth Alma	Logan.
Hamilton, Frank Howard	Monongahela, Pa.
Hamilton, Paul Ibbotson	Brownsville.
Hammond, Ernest	Milan.
Harman, May	Sardis.
Harmon, Elizabeth Adella	Aurora.
Harter, Elizabeth	Marietta.
Hartford, Jefferson Saltsman	Toronto.
Hartnell, Minnie Belle	Coolville.
Hastings, Lucile Fuller	Athens.
Hauschildt, Lillian Mabel	Piqua.
Hawk, Helen Marie	Athens.
Henke Cecile Anita	Athens.
Herrold, Grace May	New Plymouth.
Herrold, Mary Elizabeth	Nelsonville.
Higgins, Bessie Inez	Athens.
Higgins, Hannah Louise	Athens.
Higgins, Leight Monroe	Athens.
Higley, Brewster	Athens.
Hixson, Lizzie	Chauncey.
Hoop, Grace	Wellston.
Hoopes, Laura May	Chagrin Falls.
Howard, Elsie Olive	Athens.
Howe, Maude	Athens.
Hudson, Frankie Lorene	Athens.
Huhn, William	Hamden Junction
Humphrey, Sara Clare	Ironton.
Hunter, Marie Douglas	Athens.
Hyde, Mayme C	Trimble.
Johnson, Frank Leander	Cortland.
Johnston, Edith May	Little, Ky.
Kavanaugh, Mary Bernadine	Zaleski.
Keck, Blanche Ione	McArthur.
King, Elizabeth Eulalie	Glouster.
Kinnison, Margaret Lucile	Jackson.
Kinsinger, Grace Eleanor	Bellefontaine.
Kirkendall, Ruby Dell	Athens.
Koons, Lena	Athens.

Koons, Nelle ..... Athens.
Krapps, Hazel L..... Athens.
Kurtz, Frank Bartlett..... Athens.
Langdon, Emma May..... Washington C. H.
Lash, Lena Otto..... Athens.
Lawrence, Lydia Grace..... Guysville.
Lively, Bertha Alwilda..... Albany.
Lloyd, Ada Eliza..... Oak Hill.
Logan, Elizabeth Mearle..... Athens.
Lorbach, Leo William..... Waverly.
McCleery, Nellie Fern..... Basil.
McDonald, Lucy Annette..... Nelsonville.
McGee, Allie Fedilia..... Middletown.
McGinnis, Mabel Beatrix..... Frazeysburg.
McKee, Grace..... Athens.
McKinstry, Cassandra Bartlett..... Athens.
McKinstry, Mary Claire..... Athens.
McKown, Emily M..... Dayton.
McKown, Lillian ..... Dayton.
McLean, Nelle Charlotte..... Athens.
McLaughlin, Emma..... Canal Fulton.
McVay, Charles Don..... Athens.
McVey, John Tipton..... Eastbank, W. Va.
Martin, Peter Elwyn..... Athens.
Mason, Anna Claire..... Athens.
Mason, Ina Beulah..... Sugar Grove.
Mason, Mabel Rose..... Sugar Grove.
Mauck, Anna Laura..... Cheshire.
May, Grace ..... Norwalk.
Mayes, James Ray..... Steubenville.
Mercer, Leslie Lenand..... Athens.
Meyers, Effie Pearl..... Amanda.
Miller, Fletcher McCoy..... Athens.
Miller, Orla Glen..... Athens.
Miller, Verna Marie..... Athens.
Millikan, Agnes Dyson Beck..... Athens.
Mills, Lelia Mary..... Guysville.
Mills, Mildred ..... Athens.
Mitchell, Eva Louise..... Point Pleasant, W. Va.
Moore, Clara Ellen..... Athens.
Moore, Grace Elizabeth..... Albany.
Moore, Sylvia ..... Athens.
Moorehead, Mildred ..... Senecaville.
Morgan, Oliver Mack..... Harper's Station.
Mulligan, Mary Cecilia..... Athens.
Murphy, Edward Chambers..... Amanda.
Naumann, Friedrich Oswald..... Parkersburg, W. Va.
Newton, Madge Alice..... Athens.
Nice, Leonard Blaine..... Athens.
Nye, Bessie ..... Chauncey.

Nye, Robert Eugene	Chauncey.
Osborne, Guy Ellsworth	Athens.
Palmer, Edith	Athens.
Parfitt, Edith May	Nelsonville.
Parker, Clarence Emmett	Athens.
Parker, Edna Lucile	Athens.
Parker, George Everett	Athens.
Parker, May Margaret	Athens.
Parkins, Laura Gertrude	Orbiston.
Patton, Eva Estelle	Nelsonville.
Pelton, Gladys M	Chagrin Falls.
Perkins, Ione Marie	McArthur.
Pershing, Orlando Boyd	Athens.
Phelps, John Courtright	Lancaster.
Phister, Nelle Roach	Athens.
Pickering, Anna Katherine	Athens.
Pickett, Florence	Athens.
Pond, Walter Allen	Athens.
Porter, Francis Marion	Circleville.
Portz, Edward	Newcomerstown.
Pospichel, Stephen	Buchtel.
Rathburn, Maude	Nelsonville.
Reeder, Anna	Athens.
Reidenbach, Frederick William	Port Washington.
Reynolds, Willia Frances	Bartlett.
Rhodes, Virgie Voneta	Athens.
Richey, Adelaide Joa	Athens.
Robey, Bessie Naomi	Logan.
Robinson, Grace Anna	Trimble.
Ropp, Ethel Virginia	Canal Winchester.
Rothman, Irma May	Athens.
Rothman, Lucile Doris	Athens.
Roush, Helen Elizabeth	Athens.
Rowan, Marie Gertrude	Hattiesburg, Miss.
Rowles, Ethel Eleanor	Bremen.
Rowles, Grace	Bremen.
Rowles, Theodocia Lucretia	Bremen.
Russ, William Lewis	Athens.
Ryan, Frances Hazelwood	St. Clairsville.
Sams, Darrell Hudson	Athens.
Sands, Anna	Zaleski.
Sands, Florimel	Zaleski.
Sause, Ellen Mercedes	Youngstown.
Schaeffler, Charles Harry	Athens.
Scott, Fred Blaine	Athens.
Scott, John William	Athens.
Secoy, Ina May	Athens.
Selby, Goldie Belle	Athens.
Selby, John D	Athens.

Shafer, Eugene Earl	Nelsonville.
Shea, Mary Monica	Zaleski.
Simpson, Trixie	Little Hocking.
Smith, Beulah	New Cumberland.
Smith, Verle Cleveland	Basil.
Snyder, Elsie Carmon	Whigville.
Soule, Mary Minnie	Wilkesville.
Speck, Frank Richards	Uhrichsville.
Staker, Mabel Katherine	Bremen.
Stambaugh, Sara Josephine	Bryan.
Starr, Elma Vera	Athens.
Steward, Hulda Ellen	Harrisonville.
Stoneburner, Sarah Wilson	Nelsonville.
Swisher, Addie Winnifred	Warren.
Taylor, Arthur Hamilton	McArthur.
Thompson, Catharine	Haydenville.
Treudley, Ruth	Athens.
Ullom, Charlotte Devol	Germantown, Pa.
Valentine, Helen Rachel	Murphy.
Voegtly, Nell Leona	Hannibal.
Walls, Alta Louise	Glenrose.
Walsh, Emma Evelyn	Athens.
Walsh, Ethel Xavier	Athens.
Wark, Mary Platt	Warren.
Warren, Samuel Cyrus	Athens.
Webb, Carrie	Pulaski.
Welch, Edwin	Charleston, W. Va.
Welch, Wilson Johnson	Charleston, W. Va.
Whitmore, Charles Egbert	Buchtel.
Wilcox, Clora Amy	Hudson.
Wilcox, Julia Ida	Hudson.
Wilkes, Carsonia Marie	Athens.
Will, Dorothy	McArthur.
Will, Anna Marie	McArthur.
Williams, Anna Pearl	Athens.
Williams, Jacob Wilhelm	Pomeroy.
Williamson, Charles Owen	Lancaster.
Williamson, Frances	Lancaster.
Williamson, Samuel Alpha	Amanda.
Wilson, Anna Belle	Guysville.
Wilson, Florence Craig	Athens.
Winn, Mabel Elizabeth	Rutland.
Winters, Alice Frances	Coolville.
Winters, Inez Claire	Coolville.
Wolfe, Forrest Eugenie	Athens.
Woodyard, Anna	Athens.
Woodyard, Grace Gifford	Sharpsburg.
Yauger, Harry Thomas	New Lexington.
Yaw, Otto Virgil	Glouster.

Yingst, Nora Urania..... Toronto.
Young, Elmer Ellsworth..... Amanda.
Young, Florence Famah..... Circleville.

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Adam, Mary Helena..... Newark.
Adams, Evelyn Lyon..... Athens.
Adams, John William..... Johnstown.
Agler, Charles Marshall..... Eldorado.
Alderman, Nellie Addine..... Athens.
Alderman, William Elijah..... Athens.
Alexander, Wiliam Bayliss..... Chester Hill.
Alford, James Perry..... Bremen.
Allen, Clarence Evans..... Orland.
Allen, Lily Margaret..... Athens.
Allen, Maybelle ..... Howard.
Amendt, Lucile ..... New Philadelphia.
Anderson, Gladys Mae..... Frazeysburg.
Andrews, Charles Wesley..... Glenford.
Apgar, Blanche Beatrice..... Loveland.
Arning, Myrtle Delia..... Defiance.
Asher, Ethel Marie..... New Holland.
Bailey, Cora Ethlyn..... Lilly Chapel.
Bailey, Elsie Pauline..... Wapakoneta.
Baird, Minnie ..... New Lexington.
Baker, Effie ..... Thornville.
Baker, Gertrude ..... Thornville.
Barber, Hattie Fenimore..... Fremont.
Batterson, Iva Pearl..... Bryan.
Bay, James Campbell..... Spratt.
Bean, L. Gardner..... Twinsburg.
Beard, Solomon Frederick..... Paulding.
Beath, Emma Augusta..... Hillsboro.
Beck, Ernest Ray..... Somerset.
Beck, Maud ..... Gallipolis.
Bell, Minnie Madrey..... Athens.
Bender, Ada Beatrice..... Napoleon.
Bennett, Clarence Edward..... Nelsonville.
Bent, Clarence Goff..... Little Hocking.
Berry, Ella Ethelin..... Quincy, Ky.
Bibbee, Elijah Clinton..... Letart Falls.
Biddle, Benjamin Harrison..... Athens.
Biddle, Cleophas Genevieve..... Athens.
Bierschwal, Anna ..... Marietta.
Binckley, Owen Ellsworth..... Smithfield.
Bingham, Geo. Alvin..... Athens.
Bingman, Carl Wilson..... McArthur.

Bingman, Oscar Perry	Latrobe.
Bixler, Grace Edmonia	Rendville.
Black, Edith M	Bremen.
Blackstone, Wilbert Stanley	Cumberland.
Blizzard, Alpheus W	Baltimore.
Bobo, Ethel Frances	Athens.
Boetticher, John Edward	Sardis.
Bohrer, Jay Verne	Toledo.
Bond, William Rufus	Portsmouth.
Boord, Maude McClimans	Powell.
Boord, Creed Maxwell	Powell.
Bourquin, Jessie Mabel	North Baltimore.
Bowen, Mollie Flanery	St. Marys.
Bower, Allen McClellan	Coshocton.
Bowman, Oswald Rudolph	Bartlett.
Boyd, Mattie Lucretia	Canal Winchester.
Boyd, Susanna Mae	Cambridge.
Brague, Grace	Clarington.
Brast, Bertha Edna	Powhatan Point.
Brotton, Rosalie	Caldwell.
Brown, Etta May	Bremen.
Brown, Martha Elizabeth	Sidney.
Brown, Milton Maywould	Kenmore.
Brunner, Helene Elizabeth	Fremont.
Buch, Caroline Mary Ella	Massillon.
Burgoon, Anna Gertrude	Athens.
Burson, Lucile	Shade.
Cable, Julia Luella	Athens.
Cagg, Miles Herbert	Nelsonville.
Calhoon, Goldie Celestia	New Lexington.
Cameron, Sylvia Marie	Cynthiana.
Campbell, Ida Bell	Columbus.
Campbell, Mary Euphemia	McCormick.
Cannon, Mabel Clare	Millfield.
Carleton, Anna Matilda	Coolville.
Carleton, Eliza	Kingsbury.
Carney, Charles	Portland.
Carpenter, Edith Marie	Athens.
Carpenter, Mary Maude	Albany.
Carr, Anna	Newcomerstown.
Carr, Bernice	Fremont.
Carter, Luvadelle	Johnstown.
Cartmell, Maude	Peoria.
Cash, Hamilton La Rue	Byesville.
Cassil, Ella Jean	Howard.
Caster, Lovina	Carpenter.
Chaney, Joanna	Murray.
Chappelear, Mary Laurette Burdsall	Athens.
Charles, Thurman Porter	Republic.
Christman, George Washington	Murray.

Cherrington, Sabina Eleanor	Jackson.
Chivers, Florence Clair	Buchtel.
Chute, Bernice Fonney	Jacksonville.
Clark, Ethel	Little Hocking.
Clark, John Francis James	Charleston, W. Va.
Clark, Lizzie Edith	Hillsboro.
Clark, Marguerite	Circleville.
Clester, Stella May	Grosvenor.
Clouse, John Henry	Junction City.
Coakley, Florence	Nelsonville.
Coakley, Mabel	Nelsonville.
Conklin, Mary Naomi	Coolville.
Conn, Adda May	Hemlock.
Conn, Margaret Alta	Hemlock.
Connett, Bessie	Athens.
Cook, Grace	Columbus.
Cooley, Calla Ernestine	Athens.
Cooley, John Milton	Nelsonville.
Coovert, Edward Alexander	Eldorado.
Copeland, Edna Florence	Athens.
Copeland, Nellie Elizabeth	Athens.
Cotterman, Margaret	Somerset.
Coulter, Lewis Eldon	Malta.
Coultrap, Harry Mansfield	McArthur.
Courtright, Fanny Esther	Canal Winchester.
Cousin, Florence Martha	Athens.
Cox, Chloe Belle	Carbondale.
Cox, Ellis Van Hise	Dayton.
Cox, Mary Rebecca	Macksburg.
Craig, Olive May	Nelsonville.
Cram, Bertha Elizabeth	McArthur.
Cranmer, Lucy Aretha	Middletown.
Creamer, Charles	Businessburg.
Creamer, George Fulton	Businessburg.
Creighton, Omar Clark	Glenford.
Criswell, Edna May	Osnaburg.
Crooks, Mary Kale	Savannah.
Crum, Maud Agnes	Ashtabula.
Cummings, Eleanor	Uhrichsville.
Cummings, Foss	Gnadenhutten.
Cushing, Anna Mary	Jefferson.
Cutler, Helen	Jasper.
Dailey, Martha Maria	Albany.
Dains, Wesley Frederick	Albany.
Darby, Charles Edwin	Columbus.
Davis, Draper Camden	Coolville.
Davis, John Bruce	Georgetown.
Davis, Weltha	Big Run.
De Ran, Zoe	Fremont.
Devitt, Celia Loretta	Little Hocking.

Devore, Elsie May..... Holgate.
Dickerson, Harlan Jewett..... South Zanesville.
Dieterich, Edward Noble..... Piketon.
Diley, James Monroe..... Canal Winchester.
Dirlam, Ada Caroline..... Huntington.
Dirlam, Julia Ella ..... Huntington.
Dixon, James Floyd..... Jackson.
Doan, Christiana Mabel..... Cutler.
Donaldson, Leona Victoria..... Hebron.
Doolittle, Fleda Doris ..... Carbondale.
Doyle, Langdon Earl..... Senecaville.
Driggs, Bessie Irene..... Athens.
Druggan, Minnie Elsie..... Athens.
Druggan, Sarah Alma..... Athens.
Drumm, Nelle..... Gnadenhutten.
Duffy, Cletus ..... Junction City.
Dumaree, Edward Louis..... Mineral.
Dunkle, Herbert Bothwell..... Athens.
Dunstan, Lola May..... Granville.
Eachus, Ida ..... Gallipolis.
Eaton, Mary Jane..... Circleville.
Eddy, Orton Cecil..... Trimble.
Edgerton, Lulu ..... Todds.
Elbert, Lena Marian ..... Bridgeport.
Elder, Roy Porter..... New Salem.
Elias, Margaret ..... Wellston.
Elligott, Katherine ..... Ashtabula.
Elson, Delma Viola..... Athens.
Elson, Harold Altair..... Athens.
Ely, George Leonard..... Steubenville.
Erf, George Arthur..... Monroeville.
Ervin, Ozella ..... Wellston.
Evans, Edith ..... Oak Hill.
Evans, Jennie Eliza..... Oak Hill.
Evans, Lena ..... Rosseau.
Evans, Mary ..... Athens.
Ewers, Emma Belle ..... Belmont.
Ewers, Mary Elizabeth..... Belmont.
Eylar, Beryl ..... Cynthiana.
Faris, Lillie Anne..... Lynchburg.
Farrar, Leonard Cecil..... Charleston, W. Va.
Fattig, Perry Wilbur..... Carroll.
Fawcett, Stella C..... Bellaire.
Feddersen, William Henry..... Limestone.
Feisley, Carrie Ora..... Clarington.
Fishel, Florence Beryl..... Pleasant City.
Fleming, Lucy E..... Amesville.
Flinn, Nora Ethyl ..... Latrobe.
Flowers, Mary Agnes..... New Lexington.
Ford, Mary Edith..... Athens.

Forsythe, Dora Arvesta..... Sidney.
Forward, Elizabeth Lynn..... Plantsville.
Foster, Franklin Pierce..... Lilly Chapel.
Franz, Richard Conrad..... Hannibal.
French, Carrie ..... Jackson.
Fry, Pearl ..... Walhonding.
Frye, Lola ..... Millersport.
Fullerton, Clark ..... Lucasville.
Funk, Agnes Mary..... Nellie.
Gable, Julia Louisa..... Fremont.
Gale, George Hayes..... Newport.
Games, Otis ..... Atlanta.
Gamper, Hedwig ..... Columbus.
Gatten, Bertha Collins..... Clarksburg.
Gatten, Lloyd Burton..... Clarksburg.
Garman, Guy Feb..... Hudson.
Gibbs, Myrta ..... Carpenter.
Gibbs, William Edward..... Bolin's Mills.
Giesey, Julia Etta ..... Smithfield.
Gilbert, Ella ..... New Carlisle.
Gilbert, Ina ..... Stella.
Gillett, Ethel Ida..... Athens.
Gillett, Kittie Rea..... Athens.
Gleason, Helen Celia..... Athens.
Glenn, Grace Pearl..... Rainsboro.
Goldsberry, Blaine Randolph..... Athens.
Gordon, Josephus Malcom..... New Lexington.
Gray, Corinne Sutton..... Kenton.
Green, Alice Roberta..... Powhatan Point.
Greenman, Mabel ..... Milan.
Grimes, John Odus..... Cumberland.
Grimm, Maude Sophia..... Buchtel.
Grissinger, Lucy Bertha..... Sullivan.
Gross, Carl Lenox..... Athens.
Gross, Haidee Coral..... West Unity.
Hall, Elizabeth Henderson..... Marietta.
Hall, Jesse Charles..... Mountville.
Hall, Loring ..... Portland.
Hall, Maggie Mills..... Beaumont.
Hamilton, Maude Leota..... West Rushville.
Hamilton, Paul Ibbotson..... Brownsville.
Hancock, Ethel May..... Granville.
Haning, Alma Marie..... Athens.
Harman, May ..... Sardis.
Harley, Helen Elizabeth..... Defiance.
Harper, Edith ..... Hamden Junction.
Harper, Lamar Seeley..... Wheelersburg.
Harter, Elizabeth ..... Marietta.
Hartman, Mabel Clair ..... Napoleon.

Hatch, Henry Arlow..... Athens.
Haungs, Katie Mary..... Hamilton.
Hawk, Gertrude ..... Gallipolis.
Hawk, Helen Marie ..... Athens.
Hawk, James Finly..... Petrolia, Pa.
Hawk, Lenna May..... Sargents.
Hayes, Carrie Ola ..... Washington C. H.
Hayes, Clara Genevieve..... Athens.
Hayes, Emmett Tompkins..... Guysville.
Hayes, Rose Elizabeth..... Athens.
Heft, Clara Mae..... Spring Mountain.
Heinlein, Leafy Pearlwood..... Bloomingburg.
Henderson, Estella May..... Savannah.
Henke, Cecile Anita..... Athens.
Henry, Mary Catherine..... Bainbridge.
Hearbst, Georgia Sinclair..... Steubenville.
Herrold, Daisy Irene..... Nelsonville.
Herrold, Sarah Alletta..... Nelsonville.
Heyman, Roscoe Winfield..... Bellevue.
Higgins, Annette Amity Amanda..... Smithfield.
Higgins, Leight Monroe..... Athens.
Higgins, Hannah Louise..... Athens.
Higgins, Winifred Belle..... Athens.
Hightshoe, Mary Edna..... Somerset.
Hildebrand, Fred Byron ..... Cutler.
Hill, Laura Elsie..... Clarington.
Hines, Delbert Leroy..... Ashville.
Hite, Ada Florence..... Thornville.
Hixson, Grace Catherine..... Wellington.
Hixson, Caroline ..... Athens.
Hoagland, Cora May..... Zaleski.
Hoch, Alice Florence..... Massillon.
Hoerner, Osa ..... Euphemia.
Hoge, Mary Alma..... Mt. Pleasant.
Holcomb, Ernest Andrew..... Moxahala.
Holden, Amelia ..... Findlay.
Hollis, Ada ..... Ashtabula.
Hoop, Grace ..... Wellston.
Hoop, Laura Gertrude..... Wellston.
Hoover, Benjamin Franklin..... New Salem.
Hoover, Mary Ethel..... West Carlisle.
Hoshor, Lillian ..... Carroll.
Hosick, Charlotte Jane..... Newcomerstown.
Hostetter, William Louis..... Stout.
Hough, Sherman Garfield..... Jamestown.
Howard, Bertha ..... Nelsonville.
Hudson, Frankie Lorene..... Norwood, Cincinnati.
Hudson, Myrtle ..... Marengo.
Huffman, Laura ..... Hebron.

Hunter, Annis Martha..... Glade.
Hunter, Marie Douglas..... Athens.
Hutchins, Flora Estelle..... New Straitsville.
Ice, Gertrude Florence..... Glenford.
Ivett, Mabel ..... Roseville.
Jacoby, George William..... New Matamoras.
James, Clelie ..... Zaleski.
James, Mary Elizabeth..... Athens.
Johnson, Aldis Adelbert..... Farmdale.
Johnson, Clarence Sumner..... Athens.
Johnson, Frank Leander..... Cortland.
Johnson, Lena Anna..... Savannah.
Johnson, Marie ..... New Lexington.
Johnson, Verna Vere..... Athens.
Johnson, William Arthur..... Plants.
Johnston, Bertha Eleanor..... Merritt.
Johnston, Reed Arthur..... Merritt.
Johnston, Reed Seth..... Summit Station.
Johnston, Thomas Purley..... McArthur.
Jolls, Olin Burr..... Cottage, N. Y.
Jones, Reese Odwin..... Jackson.
Jordan, Lee Roy..... Institute, W. Va.
Kaler, Mary Engle..... Vandalia.
Karn, Almeda ..... Cove.
Keller, Lulu ..... Miltonsburg.
King, Carrie ..... Wilkesville.
Kinner, Charles Richard..... Coshocton.
Kinner, Jesse ..... Plainfield.
Kinsinger, Grace Eleanor..... Bellefontaine.
Kirkendall, Ruby Dell..... Athens.
Knight, Adda Mae..... Sardis.
Knowlton, Cora Belle..... Athens.
Knowlton, Lottie ..... Athens.
Knox, Ethel ..... Clarksburg.
Korner, Amy Augusta..... Powhatan Point.
Kratsch, Emma Sophie..... Massillon.
Krehl, Grace Emily..... Girard.
Kridler, Edith Bancroft..... Fremont.
Kuhn, Edwin Howard..... Lancaster.
Kurtz, Frank Bartlett..... Athens.
Kym, Frank L..... Somerset.
La Bounty, Bertha..... Chicago.
La Bounty, Lettie Leona..... Chicago.
Lady, William Franklin..... Mansfield.
Landis, Ira Leroy..... West Salem.
Lapp, Paul George ..... Bucyrus.
Leahy, Irene Edith..... Austinburg.
Leak, Edith Marie..... Croton.
Lee, Goldie Wallace..... Athens.
Leiter, Milton Monroe..... Lewisburg.

Lewis, Ethel	Fremont.
Lewis, Mary Adaline	Shade.
Lindsay, Madge	Bridgeport.
Linville, Grace May	Circleville.
Lively, Bertha Alwilda	Albany.
Livingston, Alfred Erwin	Athens.
Livingston, Calvin Clinton	Urbana.
Lloyd, Ada Eliza	Oak Hill.
Lovell, Jessie McIntosh	Marietta.
Lucas, Elisha Edwin	Belmont.
Lutton, Florence Edna	Delta.
McBride, Mary Addine	Coolville.
McBride, Samuel Thomas	Amesville.
McBroom, Jessie Marion	Glouster.
McCafferty, Corda Belle	Washington C. H.
McCampbell, Flora	Plain City.
McClintock, Goldie Isabel	Uhrichsville.
McClure, Oscar Earle	Seaman.
McCrillis, Bertha Laura	Norwalk.
McCulloch, Minnie	Bellaire.
McCune, Charles Nathaniel	Plainfield.
McCutchin, Zora Emma	Zoar Station.
McDonald, Ida	Uhrichsville.
McEndree, Olive Balerma	Barnesville.
McFarland, Mora	Center Belpre.
McGillivray, Clara	Shepard.
McGinniss, Mabel Beatrix	Frazeysburg.
McGonagle, Susan	Albany.
McGrew, Fern Marguerite	Stewart.
McKee, Effie	Nelsonville.
McKibben, Josephine	Zaleski.
McKinley, Henry Milton	Albany.
McKinney, John Wesley	Lynchburg.
McKown, Emily M	Dayton.
McKown, Lillian	Dayton.
McLaughlin, Henry Max	Wilkesville.
McLean, Nelle Charlotte	Athens.
McNaughton, James Edgar	South Webster.
McNealy, Nellie Louise	Newark.
McPherson, Bertha	Leesburg.
McPherson, Emerson Arthur	Albany.
McPherson, Ethel	Leesburg.
McVey, Charles Don	Athens.
McVey, John Tipton	Eastbank, W. Va.
Markey, Hattie Elizabeth	La Rue.
Martin, Elizabeth Margaret	Albany.
Martin, Peter Leslie	Athens.
Martin, Sadie Spears	Visalia, Ky.
Martzolff, Clement Luther	New Lexington.
Marvin, Grace Alicia	Cortland.

Mason, Jennie	Cambridge.
Matheny, Aletha Mayme	Charleston, W. Va.
Matheny, Charles Morris	Circleville.
Matheny, William Alderman	Sardis.
Mayes, Harry Welday	Steubenville.
Matthaes, Harry Rowland	Derby.
Meikle, Olive Blanche	Gillespieville.
Melick, Fay Rachel	Roseville.
Merriman, Nellie Black	Gallipolis.
Merritt, Gladys Alice	Columbus.
Merritt, Lillabridge Cynthian	Columbus.
Miesse, Mae	Amanda.
Miesse, Orfa	Amanda.
Milhoan, Frederick Bradford	Middletown.
Miller, Albert Earl	Nellie.
Miller, Anna Barbara	Fremont.
Miller, Estella	Howard.
Miller, Florence	Millersport.
Miller, Harold Thurman	Midland.
Miller, Lulu Belle	Bellaire.
Miller, Stella	Wilkesville.
Miller, Verna Marie	Nelsonville.
Mills, Blanche Aldine	Athens.
Milton, Catherine Douglass	Youngstown.
Mohler, Arthur Lee	Athens.
Mohler, Nellie Blanche	Athens.
Moninger, Henry Franklin	Scio.
Moody, Vittoria	Bartlett.
Moon, Alice Emma	Warren.
Mooney, Emma Welday	Swanton.
Mooney, Mary Rachel	Athens.
Moore, Grace Elizabeth	Albany.
Moore, Mabel Louise	Chillicothe.
Moorehead, Mildred	Senecaville.
Morehart, Cleveland	Lancaster.
Morgan, Ethel	Williamsport.
Morgan, Margaret Mildred	Athens.
Morgan, William Thomas	Bourneville.
Morris, Amos Reno	Carroll.
Morris, Hattie Ellen	Carroll.
Morris, Lottie Silverton	Gallipolis.
Morris, Margaret Martina	Magrew.
Morris, Winfield Scott	St. Albans, W. Va.
Morse, Eva Ermina	Albany.
Mundhenk, Fern	West Manchester.
Mundhenk, Zo	West Manchester.
Murphy, Catherine Cecilia	Painesville.
Murphy, Edward Chambers	Portland, Oregon.
Murphy, Ella Cecelia	Nelsonville.
Murphy, Harvey Howell	Hendrysburg.

Myers, Charity Luella..... Warnock.
Myers, Jay Arthur..... Croton.
Naumann, Friedrich Oswald..... Parkersburg, W. Va.
Naumann, Marie Antoinette..... Lindsey.
Nice, Leonard Blaine..... Marshfield.
Niggemeyer, Theodore Arthur..... Guysville.
Noon, Anna ..... New Lexington.
Noon, Mary Beatrice..... New Lexington.
Norton, Willey Higby..... Baltimore, Md.
Noxon, Lena Moore..... Kinsman.
O'Brien, Margaret ..... Wellston.
O'Connor, Delia ..... Alice.
O'Dell, Madge..... Little Hocking.
Odell, Ida Helen..... Steubenville.
Osborne, Cora Joanna..... Marengo.
Palmer, Frank Harlan..... Glenford.
Parfitt, Blanche ..... Nelsonville.
Parker, Ollie Mae..... Alexandria.
Parker, Emil Edward..... Albany.
Parker, Winifred Frances..... Gambier.
Patterson, Attie Winifred..... Athens.
Patterson, Gail ..... Shadyside.
Patterson, Jay ..... Shiloh.
Paxton, Harry Walter..... Loveland.
Pearce, Louise ..... Nelsonville.
Peterson, Irene ..... London.
Petry, David A..... West Manchester.
Pettis, Bertina Ruth..... Ashtabula.
Pettit, Percival Percelses..... Creola.
Phyllis, Nellie Elizabeth..... Corning.
Pierce, George Sylvester..... Girard.
Pinkerton, Hattie Belle..... Washington C. H.
Pinkerton, Inez ..... Bloomingburg.
Platto, Grace Carolyn..... Newark.
Porter, Charles Wallace..... Bloomingburg.
Portz, Edwin Arthur..... Bakersville.
Price, Jennie Lovina..... Athens.
Pryor, David Drummond..... Croton.
Pugh, Frank Kagay..... Lancaster.
Pugh, Rosa Alice..... Newark.
Quigley, Lydia ..... Newcomerstown.
Quigley, Mary Ella..... Newcomerstown.
Radcliff, David Willard..... Dexter City.
Rahn, Beulah Belle..... Tiverton.
Rathburn, Maude ..... Nelsonville.
Regan, Matthew ..... Wilmington.
Reinke, Margaret ..... Gnadenhutten.
Rhynard, Grace ..... St. Marys.
Rice, Audrey Anna..... Athens.
Richmond, Winifred Vanderbilt..... Marshfield.

Riley, Ruth	Covington, Ky.
Ring, Ferd Dorsey	Mt. Pleasant.
Risinger, Harry Lester	Eaton.
Riter, Nicholas John	Ironton.
Roberts, Ernest Ray	Syracuse.
Rodda, Emma	Nelsonville.
Root, Ada Arlene	Canton.
Ross, Iva Jennie	Clarington.
Rothman, Irma May	Athens.
Rothman, Lucile Doris	Athens.
Roush, Helen Elizabeth	Athens.
Rowan, Madge	Jamestown.
Rowles, Ethel Ellen	Bremen.
Rowley, Katherine Maria	Oberlin.
Ryan, Frances Hazlewood	St. Clairsville.
St. Clair, Anna May	Portsmouth.
Sanders, Hattie	Nelsonville.
Sands, Anna	Zaleski.
Sands, Florimel	Zaleski.
Sanzenbacher, Elizabeth	Piqua.
Sauber, Elsie Isabel	Defiance.
Schaeffler, Charles Harry	Athens.
Schlagel, Willis Enos	Pomeroy.
Schreffler, Florence Estelle	Fremont.
Schreffler, Ruth Anne	Fremont.
Schriber, Clayton	Amlin.
Scott, Georgia Ellen	Huntington, W. Va.
Secoy, Ina May	Athens.
Seeger, Florence Barbara	Youngstown.
Shafer, Mabel	Nelsonville.
Shaffer, Minnie O	South Salem.
Shain, Belle	Merritt.
Shannon, Dora Ica	Hebron.
Sharp, Charles Forrest	Lucasville.
Sharp, David Benjamin	Albany.
Sharp, William Roy	Bainbridge.
Shea, Mary Monica	Zaleski.
Shilt, Volney Jacob	Verona.
Shriver, Alice May	Ashland.
Silvus, William Green	Athens.
Simmerman, Anna Edna	Northup.
Simmons, Guy David	Jackson.
Smith, Blanche Aletha	Coolville.
Smith, Nella Mildred	Massillon.
Smith, Sylvia Louise	Sullivan.
Smith, Thomas Maynard	Zanesville.
Smith, Verle Cleveland	Basil.
Snead, Lillie Wilson	Gallipolis.
Snyder, Jessie	Somerset.
Snyder, Orin Earle	Mountville.

Somerwill, Emily	Orwell.
Sooysmith, Gerald Campbell	Riverside, Ill.
Soule, Mary Minnie	Wilkesville.
Spangler, Etta	Lancaster.
Spencer, Ida Leota	Centre Belpre.
Spracklen, Myrtle Pearl	Kenton.
Spriggs, Herbert H	Oak Hill.
Springer, Emmett Vance	Richmonddale.
Springer, Lily Maud	Richmonddale.
Squire, Dorothy May	Defiance.
Stafford, Florence Gilbert	New Carlisle.
Stage, John Edward	Lancaster.
Stage, William Addison	Lancaster.
Stainbrook, Nina May	New Lexington.
Stambaugh, Sarah Josephine	Bryan.
Staneart, Amanda	Darwin.
Stanley, Ernest Franklin	Bourneville.
Starkey, Edith Belle	New Lexington.
Starkey, Mary	Glouster.
Stevenson, Arthur James	Kenton.
Stine, Oscar Clemen	Glouster.
Stine, Walter Cleveland	Creola.
Stockwell, Chlora	Lynchburg.
Stoltz, Effie Edith	Thornville.
Stonerock, Georgia	Williamsport.
Stonerock, Margaret	Williamsport.
Strate, Nettie	Zanesville.
Swygert, Homer David	Pataskala.
Swygert, Mary	Pataskala.
Tague, Paul	New Lexington.
Tague, Vinenct	New Lexington.
Tannehill, Sarah Edith	Scott.
Taylor, Barnett Winning	Hendrysburg.
Taylor, Esther Marcella	McArthur.
Teaters, Elizabeth Mayes	Columbus.
Tewksbury, Murley Abbey	Athens.
Tharp, Ray Golden	Hemlock.
Thomas, Elizabeth	Comstock.
Thompson, Bert McCune	Byesville.
Thompson, Hattie May	Sardis.
Thompson, Ida May	Athens.
Tillman, June	Defiance.
Topping, Jeannette	Gallipolis.
Townsend, Florence Amanda	Carpenter.
Trainer, Harry Townsend	Carpenter.
Treudley, Esther Moss	Athens.
Treuthart, Alice Cornelia	Portsmouth.
Tripp, Muriel Elizabeth	Holgate.
Turner, Mary Lurania	Jamestown.
Tyler, Bertha M	Alexandria.

Uhlendorff, Elizabeth Bowman..... Massillon.
Upp, Florence Mabel..... Rainsboro.
Vale, Eunice Alberta..... Smithfield.
Vale, Wilson Ellis..... Smithfield.
Van Pelt, Annie..... Lynchburg.
Vanderford, Lidora ..... Zaleski.
Vanderslice, Marie Llewellyn..... South New Lyme.
Vermillion, Lillian May..... Smithfield.
Vincent, Mary Charlotte..... New Holland.
Wade, Van Dola..... Galloway.
Walburn, Letitia ..... Athens.
Walker, Alice Elizabeth..... Mt. Orab.
Walker, Mary L..... Hillsboro.
Walker, William ..... Hilliards.
Walls, Alta Louise..... Glenrose.
Walls, Callie King..... Athens.
Walsh, Beatrice Agnes..... Glouster.
Walter, Charles William..... Rushville.
Ward, Jessie ..... Athens.
Ward, Lenna Ethel..... Athens.
Warner, Guy Osborne..... Croton.
Watts, Millie Jannette..... Gallipolis.
Webb, Earl Castor..... Albany.
Wedge, Ida De Camp..... Glouster.
Weed, Eva Lulu..... Grove City.
Weigel, Martha Helen..... Salineville.
Welch, Wilson Johnson..... Charleston, W. Va.
Weller, Amelia Edna..... Canal Dover.
Wells, Isadora ..... Wellston.
Wells, Ruth T..... Racine.
Wells, Vivian ..... Nelsonville.
Wemmer, Goldie May..... Millfield.
Wendelken, Catherine..... Marietta.
West, Clarence ..... Rainsboro.
West, Mary Elizabeth..... Rainsboro.
White, Clyde ..... New Concord.
Wilhelm, Margaret Cary..... Defiance.
Wilkes, Carsonia Marie..... Athens.
Wilkinson, Anna Ruth..... Sidney.
Williams, Anna Pearl..... Athens.
Williams, Artie Marie..... Gallipolis.
Williams, David Burle..... Syracuse.
Williams, Jeannette ..... St. Marys.
Williams, Jennie ..... Roseville.
Williams, Lillian May..... St. Marys.
Williamson, Lulu ..... Lithopolis.
Wilson, Arthur Lawrence..... Winchester.
Wilson, Luda ..... Long Bottom.
Wingett, Winnie Faye..... Albany.
Winn, Mabel Elizabeth..... Rutland.

Winters, Alice Frances	Coolville.
Winters, Glenn Hunter	McArthur.
Wise, Isel Almeda	New Lexington.
Wolff, William George	Woodsfield.
Woodworth, Lena Gertrude	Athens.
Woodyard, Grace Gifford	Sharpsburg.
Woodyard, Mayme	Sharpsburg.
Woolley, Bruce D	Athens.
Worman, Clara	Gallipolis.
Yingst, Bess Edith	Toronto.
Yingst, Nora Urania	Toronto.
Young, Edna Margaret	Bellaire.
Young, Lois Jeannette	Norwalk.
Young, Voneta Estella	Athens.
Ziegler, Charles Wellington	Gibisonville.
Zimmer, Katherine Bertha	Macksburg.
Zimmerman, Susie May	Albany.

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Post-Graduates	6
Class of 1906	22
Seniors	13
Juniors	24
Sophomores	78
Freshmen	146
Irregular and Special Students	35
Third Preparatory	101
Second Preparatory	109
First Preparatory	48
State Normal College	356
Electrical Engineering	86
Civil Engineering	26
Commercial College	157
College of Music	297
Summer School	656
Total	2,160
Names counted more than once	841
Total	1,319

GENERAL SUMMARY OF STUDENTS BY TERMS

	1904–5	1905–6	1906–7
Spring Term	387	494	544
Summer Term	557	650	656
Fall Term	358	466	491
Winter Term	345	429	462
Total number of students, counting no name more than once	1,047	1,272	1,319

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Ohio University

Athens Ohio

Established by Act of the Ohio Legislature, February 18, 1804

Offers unusual advantages to students seeking a broad and liberal education. Some courses lead to **Degrees**; others lead to **Certificates** and **Diplomas.**

Attend an old and a well-established institution which has an enviable record for **thoroughness, culture,** and **prestige.**

Colleges, 7; Faculty, 47 members; Different students enrolled 1906-07, 1,319; Books in Library, 25,000; FREE TUITION.

The Ohio University Summer School

June 24, 1907—August 2, 1907

FIGURES TALK.—The attendance of students at the Summer School of Ohio University for seven years is herewith shown:

Year	Men	Women	Total
1900	36	29	65
1901	45	57	102
1902	110	128	238
1903	159	264	423
1904	194	363	557
1905	220	430	650
1906	207	449	656

Advantages for Term of 1907.—Faculty of 30 members; provision for about 120 recitations daily; Model School, four rooms with four grades of primary pupils, in session every day; fee of $3.00 pays for all scheduled instruction selected by the student; a wide range of private instruction, including foreign languages and vocal and instrumental music, at most reasonable cost; special opportunities for teachers, and those preparing for a TEACHER'S CERTIFICATE; expenses of every kind most reasonable.

The State Normal College of Ohio University opened Tuesday, September 9, 1902. A Training School to illustrate the best methods of teaching is in successful operation. The work of the College has gained warm commendation from leading educators all over the country.

COURSES OF STUDY: (1) A Five-year Course in Elementary Education for Graduates of Common Schools; (2) A Two-year Course in Elementary Education for Graduates of First-grade High Schools; (3) A Four-year Course in Secondary Education for Graduates of First-grade High Schools; (4) A Four-year Course in Supervision for Principals and Superintendents; and (5) A One-year Course for College Graduates. Nos. (1) and (2) lead to a Diploma; (3) (4), and (5) to a **Diploma with degree of Bachelor of Pedagogy.**

For Catalog, other printed matter, and special information, address

ALSTON ELLIS, President Ohio University, Athens, Ohio.

CALENDAR 1907

JANUARY

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CALENDAR 1908

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UNIVERSITY CALENDAR, 1907

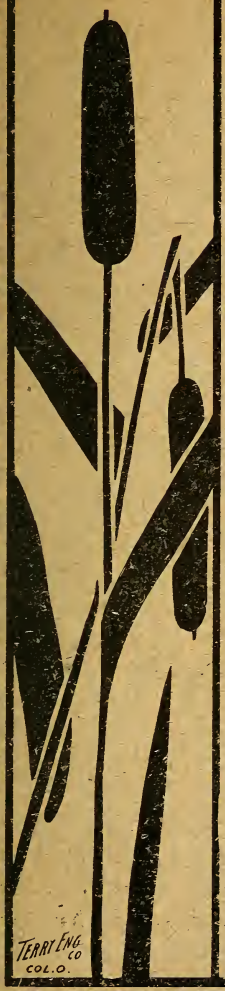
MONDAY, JANUARY 7.....Registration of Students
TUESDAY, JANUARY 8.....Opening of Winter Term
FRIDAY, MARCH 22.....Close of Winter Term
MONDAY, APRIL 1.....Registration of Students
TUESDAY, APRIL 2.....Opening of Spring Term
SUNDAY, JUNE 16.....Beginning of Commencement Week
THURSDAY, JUNE 20.....Commencement Day
MONDAY, JUNE 24.....Opening of Summer Term
FRIDAY, AUGUST 2.....Close of Summer Term
MONDAY, SEPTEMBER 9.....Registration of Students
TUESDAY, SEPTEMBER 10.....Opening of Fall Term
FRIDAY, DECEMBER 20.....Close of Fall Term

UNIVERSITY CALENDAR, 1908

MONDAY, JANUARY 6.....Registration of Students
TUESDAY, JANUARY 7.....Opening of Winter Term
FRIDAY, MARCH 20.....Close of Winter Term
MONDAY, MARCH 30.....Registration of Students
TUESDAY, MARCH 31.....Opening of Spring Term
SUNDAY, JUNE 14.....Beginning of Commencement Week
THURSDAY, JUNE 18.....Commencement Day
MONDAY, JUNE 22.....Opening of Summer Term
FRIDAY, JULY 31.....Close of Summer Term
MONDAY, SEPTEMBER 7.....Registration of Students
TUESDAY, SEPTEMBER 8.....Opening of Fall Term
FRIDAY, DECEMBER 18.....Close of Fall Term

SIGILLUM UNIVERSITATIS OHIENSIS
RELIGIO DOCTRINA CIVILITAS
PRAE OMNIBUS VIRTUS
MDCCCIV

OHIO UNIVERSITY BULLETIN
NEW SERIES VOL. IV., No. 1



TRAINING SCHOOL
OHIO NORMAL COLLEGE
OF
OHIO UNIVERSITY

ATHENS, OHIO. OCTOBER, 1906

Published by the University and Issued Quarterly

Entered at the Post-Office at Athens, Ohio, as Second-Class Matter

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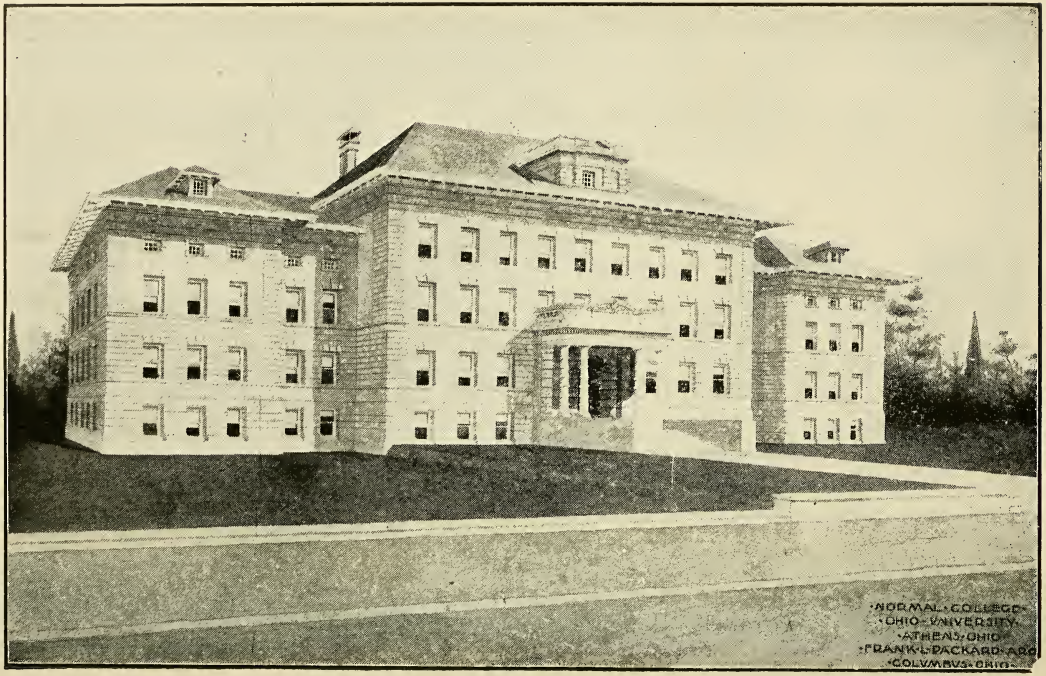

NORMAL COLLEGE BUILDING, OHIO UNIVERSITY

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Critic Teacher, Third Grade.

MARGARET A. DAVIS,
Critic Teacher, Fourth and Fifth Grades.

THE PURPOSE OF THE TRAINING SCHOOL

By Frank P. Bachman, Professor of the History and Principles of Education, Normal College, Athens, Ohio.

Meaning of Training School.—The term training school is applied to a school connected with a normal school or college for teachers. Such a school differs little from any other school of similar grade. Here and there are to be found training schools that include the work of the high school; in the main, however, training schools comprise but the grades of the elementary school or the first eight grades of the public school. In organization, classification, instruction and management, a training school is to all intent and purposes, an elementary school of high grade, and it differs from one only in that it is connected with a normal school or college for teachers and forms an integral part of it.

Training School vs. Experimental School.—It is well to understand, that a training school is not an experimental school. That is a school in which educational experiments are carried on in view of establishing new theories or of testing new methods; though in a good training school there is always, as there ought to be in every school, some little experimentation. However that may be, a training school is no school of experimentation. It is rather a school of observation and a school of practice. That is, it is a school where teachers may observe the application, to actual school work, of the best that is recognized and that has been thoroughly tested in educational theory and practice. And it is more especially a school in which teachers and prospective teachers may acquire skill in teaching according to approved principles and methods.

Purpose of the Training School.—And this leads us directly to the purpose of the training school as a part of a normal school or college for teachers. The purpose of

the training school is three-fold, and it is to give to teachers and prospective teachers an opportunity of acquiring power and skill, (a) in applying knowledge of child study and psychology to the study of children under actual instruction, (b) in applying knowledge of the various school subjects, the principles of education and of methods to the actual work of teaching, and (c) in applying knowledge of school management to the actual organization and control of a school. To help teachers and prospective teachers acquire power and freedom in the application of previously acquired academic and professional knowledge to the work of education and to acquire skill in teaching constitutes the purpose of the training school.

Prerequisites to Practice School Work.—In view of the purpose of the training school, it is obvious, that practice teaching should come at the end or as near the end of a normal school course as possible. That is, it should follow and not precede the academic work of the normal school designed to give that grasp of the school subjects essential to good teaching, and it should likewise follow the work in child study, psychology, the principles of education, methods and school management, which supply the basis of all scientific and rational teaching. For it is in giving the prospective teacher power in applying this academic and professional instruction to actual school work, that the training school finds it aim, and practice teaching that is not based upon the proper academic and professional preparation is void of meaning and value, and at best but a farce.

Relation of Training School to Other Departments of Normal School.—In view of the purpose of the training school and the preparation necessary to intelligent practice teaching, it is clear that there is a vital relation between the work of the other departments of the normal school and the training school. In fact, it is in the training school that all the work of all the other departments of the normal school must center and function. That is, the academic work of all the departments must be such as will give the prospective teacher that grasp of the different school subjects necessary to teaching them. The work in

child study and psychology must be such as will give insight into child nature and bring the prospective teacher into sympathy with child life. And the instruction in the principles of education, methods and school management must be such as will supply the professional basis for the work of the training school. In short, the other departments must supply that academic and professional knowledge presupposed in the work of the training school. And in turn, if there is not to be confusion and loss of time and interest, the work of the training school must be based upon the academic and professional instruction given by the other departments of the normal school.

Relation of Training School to Actual Teaching.—If the work of all other departments of the normal school must centre and function in the training school, it is no less true that the work of the training school must function in turn in that of actual teaching in the schools of the state. For the power and skill, which the training school seeks to develop, is power and skill in the doing of actual school work. In order that this may be true, the conditions of practice teaching must be as near the conditions of real teaching as possible, the curriculum used must not be very different from that found in our best schools, the principles of education and methods of instruction applied and the modes of management employed, must be such as may be used in doing real teaching under average conditions. It is only as the work of the training school is thus brought into relation to actual conditions, that it results in the acquisition of power and skill helpful and useful to the teacher in the doing of the real work of the public school.

Method of Work in Training School.—The training school accomplishes its purpose, (a) through having the prospective teacher plan proposed lessons and through the critic teacher or supervisor criticising these proposed plans, (b) through work in observation, that is through having the prospective teacher observe the teaching of lessons in different schools subjects and in the different grades, and in view of previous academic and professional instruction explain method of procedure, point out the

EWING HALL, OHIO UNIVERSITY

strong points in the presentation of the lesson, and suggest changes and remedies for the weak ones, and (c) through having the prospective teacher, teach the different school subjects, after the plan for each lesson is reviewed by the critic teacher or supervisor and carefully revised by the prospective teacher before it is used as a guide in the teaching of a given lesson. This practice teaching is carefully supervised, and the prospective teacher is encouraged by having her strong points commended, and strengthened where found weak. Other means are employed, yet lesson planning, observation, and teaching under supervision, are the main ones employed in giving the prospective teacher that power in applying previously acquired academic and professional knowledge and that skill helpful in the actual work of the school room.

READING

A few years ago, it was thought that the child should devote almost the whole of the four or five hours that he is in school the first year or two, in learning to read. We now realize that the world about him is an open book, from which he learns to read; so this subject must share the child's attention with nature study, history, literature, art, music, manual training, etc.; and the importance of doing, as well as knowing, has come to be felt.

We use, the first year, a combination of word and sentence method, giving no phonics until the second year. Begin with words which represent ideas familiar to the child when he enters school. There are several reasons for this. the most important one being, that by so doing we connect the school and the home. Froebel says: "The union of school and of home, of domestic and scholastic life is the first and indispensable requisite of the education of this period, if men are ever to free themselves from the oppressive burden and emptiness of merely extraneously communicated knowledge, heaped up in memory."

A book is given the child about the fifth month of his school life. By this time, he will have become so strong in getting words through visualization, that he will take three or four new words a day, always learning to write the words, and use them in original written sentences.

The new words are always presented through the thought and as the child's ability to retain depends largely upon his interest, the teacher must be very careful to present the new word in an attractive way. Sometimes it is presented through objects, sometimes through pictures, often through stories or questions, the child himself suggesting the word.

Great care must be taken from the first, to get good, clear pronounciation, but teach no phonics the first year. Phonetic work will help in the mechanical part of learning

to read, but it will be at the expense of thought, and as silent reading is thought-getting and oral reading is thought-getting and thought-giving, no method which hinders the getting or giving of thought should be used. Questions, such as will stimulate thought and feeling, should be asked to gain expression. Phonics the first year will make poor spellers. Were our spelling logical this would not be true, but as there are many signs for the same sound, and many sounds for the same sign, the only real way to teach spelling is through the eye, that is, by visualization. The child is taught to see the word as a whole, and write it as a whole, which is the way, eventually, that we all learn to spell as well as to read, regardless of our early training.

When a class has been taught both to recognize and write twenty or twenty-five words, including nouns, pronouns, verbs and prepositions, it is time to begin the sentence work. Here again, great care and skill on the teacher's part, are necessary. The child knows the words and can write them even; but to get the thought when each words stands in relation to other words, is a long step for the little one. He has had sentences consisting of but one word like Run. Jump. Cry. The teacher may now say, "I want you to do just what the chalk tells you to do," and she writes, "Run to me." She must, of course tell the child where to start to read. Now, reading really begins. The child must be taught from the first to get the thought by silent reading before he tries to give it by oral reading. Do not allow the child to get the idea that saying words is reading.

About the fourth or fifth month, after the child has a visual vocabulary of one hundred to one hundred fifty words, he may be given reading lessons based upon the work in science, history and literature. By means of the hectograph a sufficient number of copies to supply the whole class, may be made.

FIRST GRADE.

Blackboard lessons based upon subjects realting to home life; to games, stories, etc.

Blackboard and hectograph lessons related to the nature study, history, literature, number and form lessons.

Books are used the last half of the year only, but an average class will read five or six primers and one first reader.

Texts: Child Life Primer; Cyr's Primer; The Baldwin Primer; First Days in School; Step by Step; Our Little Book for Little Folk; Child Life First Reader.

This little reading lesson with illustration on opposite page, was prepared by a pupil teacher for a class that had been in school three months.

Do you see the dog?
This is Fido.
He is my dog.
He can roll a hoop and catch a ball.
I love Fido.
Alice loves Fido.
Alice is my sister.
Alice, Fido and I are going to see Grandpa and Grandma.
We will take a cake to them.
Mamma will put the cake into a basket.
Fido will carry the basket.
Alice will take a hoop.
I will take a ball and a bat.
We will see the hens and chickens.
Grandma has two hens and ten little chickens.
Alice and I will feed the chickens.
I will not let Fido catch them.
Grandpa has two horses in his barn.
We will take a ride.
Alice will ride in the cart.
I will ride on the horse.
We will find some pretty flowers.
Alice will put the flowers in the basket.
We will take them to mamma.

HARTER

This reading lesson with the illustration was prepared by a pupil teacher for a class that had been in school six months. It is based upon the work in nature-study.

In Harry's and Mary's garden there was a large old apple tree.

Here Mr. and Mrs. Robin made their nest.

The children loved the pretty birds and always watched them.

It took Mr. and Mrs. Robin a long time to build their nest.

They had to fly many times and bring little pieces of hay and other things.

But at last it was done and they could rest.

Harry and Mary watched many days for some eggs to be in the nest.

At last Harry said: "Oh, Mary, see what I have found!"

"Look! some pretty little blue eggs."

"How many, Harry?"

"One, two, three, and two—five in all."

Soon there were five little baby robins in the nest.

Mary went into the garden one day and she heard, "Peep, peep!"

"Harry, come here. Here are our baby robins and the nest in the grass," said Mary. "Do put them back in the tree."

Poor Mamma Robin was calling and crying, "My babies can not fly. I am afraid the old white cat will get them."

But Harry put babies and nest high up into the tree.

"Come down, Harry, the papa bird is coming," called Mary. "He will be afraid of you. He is bringing something for them to eat."

When the little robins could fly they came to the house.

In the morning they would sing, "Good-morning, Harry and Mary, we are glad to see you."

When the first snow-flakes came the robins went away.

They said, "Good-bye, little boy and girl. You were good to us and we like you. We will come back again next year."

SECOND GRADE.

Much easy reading is given this year to gain naturalness and fluency.

New words are presented the same as in the first grade.

Begin work in Phonics.

By this time the child will have so formed the habit of observing closely and visualizing perfectly, that there is little danger that the phonetic work will draw the mind from the thought to the form, and produce halting, mechanical work; and, of course, phonics are necessary to independence in reading.

The unusual words in the reading are omitted in the spelling; but with the exception of these few, all of the words in the reading lessons are included in the written spelling, and used in original sentences.

Texts: Jones' First Reader; Stepping Stones to Literature, First Reader; Cyr's First Reader; Cyr's Advanced First Reader; Baldwin's Second Reader; Stepping Stones

to Literature, Second Reader; Jones' Second Reader; Child Life, Second Reader; New Education, Books One and Two; The Fairy Reader, Baldwin; Stories for Children, Lane.

THIRD GRADE.

Follow the same plan in the presentation of new words. The thought always coming first.

Diacritical marking, and the use of the dictionary are begun this year.

Much time is given in the second, third and fourth grades to what may be called the setting of the story. Any attempt on the part of the child to read what he does not understand will work harm. We do not pretend to follow the lessons as they come in the text. Sometimes we depend upon the nature-study lesson to make clear the thought in the reading lessons; sometimes upon the history or geography lessons; often we omit the reading entirely for a day or two, the teacher taking the entire period for development and explanations.

Once a week oral spelling supplements the written spelling in both the third and fourth grades.

Texts: Cyr's Second Reader; New Education, Book Three; Child Life, Third Reader; Baldwin's Third Reader; Cyr's Art Reader, Book Two; Stepping Stones to Literature, Third Reader; Fairy Stories and Fables, Baldwin.

FOURTH GRADE.

Method and general plan same as for the third grade.

Texts: Cyr's Third Reader; Stepping Stones to Literature, Fourth Reader; Jones's Fourth Reader; Child Life, Fourth Reader; Baldwin's Fourth Reader; Greek Heroes, Kingsley.

References: Special Methods in Primary Reading, McMurry; Reading, How to Teach It, Arnold; How to Teach Reading, Clark; The Thought Reader, Summers; The Sentence Method of Reading, Farnham.

For Phonics: The New Education Readers, with Perception Cards; The Rational Method in Reading, Ward.

HISTORY AND LITERATURE

The moral aim in the study of history and literature is to know human thought and feeling in their individual, social and political aspects, and thus to help the pupil to adjust his own actions to their highest needs. We endeavor to teach the child to love honesty and nobility, in order that we may build and strengthen his character, and ultimately, that he may purify and elevate public life.

The right teaching of these subjects holds before the pupil ideals of noble living. It encourages him to high aims in every walk of life. "The ideal is the real, but rid of contradictions, unfolding itself according to the laws of his own being, apart from alien influences, and the disturbances of chance."

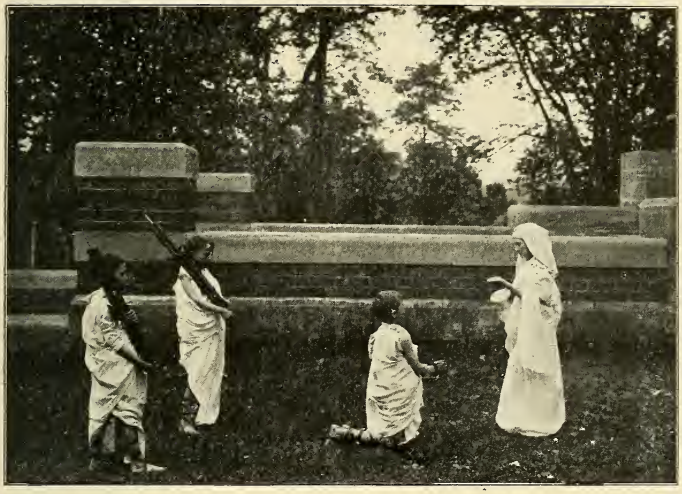
The history and literature carefully selected, appeal to the feeling side of the child, and leaves him with a better insight into what people ought to be, and a deeper love for courage, courtesy and unselfishness.

The period of primitive culture, selected for the lowest grades, is that representing the simplest modes of living. The child is not only interested in lower civilization, but, from a higher plane, he works out the problems of primitive people, and thus sees the gradual development of the race.

The story of Hiawatha is especially adapted to the first grade. The child's only basis of relating new ideas, is through his experiences. Through the simple life of Hiawatha, the child is brought into close touch, and he enters sympathetically into the feeling, thinking and doing of his hero.

The Tree Dwellers and Early Cave Men are full of experiences which parallel those of his own life. His imagination is active. He goes with them through all their hardships, appreciating their fear of the wild animals. He sympathizes with them when food is wanting. He rejoices with them in their first rude weapons. How proud he feels at their attempt at weaving; but upon their discovery of the uses of fire, his joy knows no bounds.

In selecting the literature, care must be taken in meas-



A Roman Criminal meets a Vestal Virgin by accident, and thereby gains his freedom

"Let me feed the fire, Bodo, while you go up into the tree and sleep."
A scene from the "Tree Dwellers," dramatized out-of-doors

uring the child's ability. In this, as in any work of the school, if the thought is above the stage of development, the result is indifference on the child's part, and the work becomes purely mechanical. On the other hand, if the material be rightly chosen and rightly handled, his conceptions become clearer and clearer, his experiences broader and more definite. It will open up to him a world of wonder and enjoyment, and, as in art, and music, a world of beauty and pleasure.

HOLIDAYS.

Thanksgiving: The Pilgrims. First Thanksgiving. Stories, poems and songs.

Christmas: How Christmas came to be. Stories, poems and songs. Christmas in other lands.

New Year: Myths, poems and songs.

Washington's Birthday; his home; boyhood; what he did for his country.

Decoration Day: Reason for Decoration Day; Abraham Lincoln; his boyhood. Patriotic poems, stories and songs.

Fourth of July; the flag; heroes of the revolution; stories, poems and songs.

Arbor Day. Historic trees.

Authors' Birthdays.

FIRST GRADE.

The Indian: Country; conditions of life; forest; birds and animals.

Indian's appearance; dress, ornaments.

Home life: How houses were built; furniture; care of babies; games of children.

Food: Where obtained. Story of the Maize.

Hiawatha's childhood; his chickens; the bluebird and robin; their homes and "secrets." The firefly, rainbow, stars, comet, northern lights. His brothers; rabbit, squirrel and beaver; their homes and "secrets."

Lessons of kindness: Why "these things" loved Hiawatha.

Making of bow and arrows: Why use ash for bow, oak for arrows.

Killing of the deer; necessary for food and dress. The feast.

Making the canoe: Material, etc.

Literature: How Robin Got Her Red Breast; How Beaver Got Fire From Pines; Where the Chipmunk Got Black Stripes; How Brer Rabbit Lost His Long, Bushy Tail; Longfellow's Hiawatha.

The Eskimo: Country; condition of life; people.

Homes: Material; how made. Inside of igloo; stove, fuel, bed, etc., summer homes.

Dress: Why of fur.

Food, occupations, games, etc.

Animals: Protection from cold; how trapped; uses.

Transportation: Sledges; dogs, kayaks.

Literature: Sun Myths; Apollo and Python; Thor and the Frost Giants.

Holland studied in connection with Thanksgiving.

Literature: Leak in the Dyke; The Little Fir Tree.

General Literature: Myths, Fairy and Folk-Lore Stories adapted.

SECOND GRADE.

Primitive People studied through The Tree Dwellers, and Early Cave Men.

Tree Dwellers; Age of Fear.

How they lived; Sharptooth the first weaver; made first cradle. Music.

Fire: How fire originated. Necessity for making friends with "The Monster." Fire Clan; effect upon the Tree Dwellers.

Early Cave-Men. Age of Combat.

A cave; how the Fire Clan got a cave. Focus the attention upon the needs that called forth the simple mechanical inventions. Skins worn as trophies, developed into clothing for protection.

The Flood: What it meant for the cave men.

The Council: The first great step towards civilization.

Invention of the fire drill. Influence of one dominant soul over all the others.

Robinson Crusoe: Home; school; parental love; idleness; disobedience.

Voyage: Shipwreck; new home, new perils.

Robinson's industry: Building of house, fence, raft, etc.; making of pottery.

Sick: Need of companionship; feeling of dependence upon a Higher Being.

Friday found; result.

Return to England.

Literature: Robinson Crusoe, McMurry and Husted; Robinson on His Island, Cowper.

Inventions in building boats: Story of Robert Fulton.

Early pottery; improvements.

Literature: Story of Palissy the potter; Grandmother Kaoline; The Porcelain Stove; Story of Luca Della Robbia.

General Literature: Nature Myths and Stories; Historical Biographies; Poems selected from Stevenson, Field and Longfellow. Stories from Uncle Remus.

Plan for Second Grade History Lesson, Prepared by a Pupil Teacher.

TREE DWELLERS.

Aim { Teacher's: To show the value of the fear of fire to the primitive people.
Pupil's: To learn that fear is useful.

Preparation.

Subject matter.	Method.
People's fear of wild animals.	Why did the people fear the wild animals?
	Where did they live to be safe from them?
Animal's fear of each other.	What were some of the stronger animals?
	Why did all the other animals fear them?
Fear of thunder and lightning.	Where had the people always felt safe?
	What finally caused them to be afraid to live in the trees?

Presentation.

Fire, what the people thought it was.	Did the people know how to make fire? How then, could it have started?
How Bodo first made friends with the fire.	What could Bodo do to make friends with the fire? Feed it.
Animal's fear of of fire.	What effect does fire have upon wild animals? What use then, could Bodo make of the fire? Why would he wish to make friends with it? To gain its protection.
How Bodo and his mother showed their courage.	What would test Bodo's courage? Of what was Sharp-tooth still afraid? What would cause her to overcome her fear? Mother love.
The first use of fire.	After Bodo had made the fire his friend, of what use would it be to him?
Formation of fire-clan.	Then what would the other people do? Seek its protection, too. And thus, for the first time the tree-dwellers had a common interest. Through this interest, what would naturally be developed? A crude social life.

Generaliaztion.

Fire changed the mode of living.	How did the people live before the coming of the fire? What difference would the fire make in their way of living?
Through fear the first conquest was made.	What first led the people to conquer the fire?

Tumbler Garden, showing Germination

"Go, my son, into the forest."
A scene from Hiawatha, dramatized out-of-doors

Office of the Principal of the Training School

This conquest led to the establishment of an industrial and social life.

How were the tree-dwellers sheltered from the storms? When they no longer had this protection, what did they find it necessary to do?

Who made the homes and what were they like? Why did the people begin to live and work together?

THIRD GRADE.

Cliff Dwellers: Topography; flora, fauna.

Lolami; home, food, water.

Family name, tribal customs, music, religion.

Chelly Canon; The Navaho; what Lolami learned from him.

Cassa Blanca; construction. Mummy Cave; pictographs.

Lolami's village now known to Ethnologists as "Ruin Number Ten."

Literature: Lolami, Tne Little Cliff-Dweller, Bayliss.

Greeks: General location of Greece; mountains, sea, climate, comparative size.

The First Settlers: Pelasgians; homes, food, clothing, etc.

Egyptians and Phoenicians: Their first visits to the Pelasgians, and the useful arts they taught them.

Paris; childhood and youth.

Trojan War: Cause, mustering of troops; Achilles.

Burning of Troy: Prophecy concerning Paris fulfilled.

The Odyssey: Principal adventures of Ulysses.

Homer: Brief Study of his life and writings.

Sparta: Early education; public tables; Laws of Lycurgus, etc.

Invasion of Xerxes: Leonidas at Pass of Thermopylae.

Literature: Myths; Phaethon, Prometheus, Persephone. Mt. Olympus and Its Inhabitants; Olympian games; Damon and Pythias; Demosthenes; Story of Socrates, of Alexander and of Diogones; Ulysses and the Siren.

Local History: Stories of prominent pioneers, especially pioneers of Ohio.

General Literature: Historical Biographies. Poems selected from Whittier, Field, Stevenson and Longfellow. Legend of the Great Dipper, Wiltse; The Bird's Christmas Carol, Wiggin; Stories of Colonial Children, Pratt; Pioneer History Stories, McMurry; Stories of Great Artists, Horne and Scoby.

FOURTH GRADE.

Romans: Location of Italy; Seven hills, plains, the Tiber.

Earliest Inhabitants: Story of Romulus and Remus.

The Home: Plan of house; furniture and utensils.

Physical Education of Roman Youths.

Mental Education.

Origin of Roman Notation; Our months of the year.

The State; All training subordinate to the training for citizenship.

The Church: Temples; religious holidays; household gods, etc.

Amusements.

Literature: Horatius at the Bridge; The Jewels of Cornelia; Story of Curtius; Androclus and the Lion; Castor and Pollux; Cincinnatus.

American History: Lief the Lucky; Columbus; Early explorers, especially Champlain, Marquette, La Salle and De Soto.

Literature: Stories of American Life, Pratt; Stories of Great Americans for Little Americans, Eggleston.

General Literature: Poems from Longfellow, Stevenson, Whittier and other standard authors. Biographical stories related to the picture study of the grade. A detailed study of Whittier's "Snow Bound."

Snowbound: Description of the "December day;" evening chores.

The snow-storm: Appearance of the outside world next day.

Morning work: Condition of life outside; evening chores again.

Group around the fireside: Description of the home and surroundings.

Fireside amusements and refreshments: Story of each member of the group.

Awakening of the outside world; teamsters breaking the road; beginning of usual life and intercourse.

Poet's backward look into the past.

REFERENCES.

General: Special Methods in History and Literature, McMurry; Course of Study in History and Literature, Rice; Organic Education, Scott; The School and Society, Dewey; Around the World, Carroll; Seven Little Sisters and Ten Boys, Andrews; Folk Lore Stories and Proverbs, Wiltse; In the Child's World, Poulson; Child's Garden of Verse, Stevenson; Nature in Verse, Lovejoy; Nature Myths and Stories, Cooke; Stories of Colonial Children, Pratt; In the Boyhood of Lincoln, Butterworth.

First Grade: Hints on the Study of Hiawatha, Krackowiser; Children of the Wigwam, Chase; Legends of Red Children, Pratt; Ways of Wood Folk, Long; Children of the Cold, Schwatka; Stories for Kindergartens and Primary Grades, Wiltse; Fairy Tales, Anderson's and Grimm's; Grandfather's Stories, Johonnot.

Second Grade: The Story of Ab, Waterloo; The Primitive Family in Its Origin and Development, Starcke; The Place of Industries in Elementary Education, Dopp; Origin of Inventions, Mason, Report of Bureau of Ethnology, 1884-5; Fire Making, Hough; Story of the Potter, Bimms; Classic Stories for Little Ones, McMurry; Aunt Martha's Corner Cupboard, Kirby; The Story Hour, Wiggin; Thirty More Famous Stories Retold, Baldwin; How to Tell Stories to Children, Bryant.

Third Grade: Story of the Greeks, Guerber; Old Greek Stories, Baldwin; The Odyssey, Clarke; Life of the Greeks and Romans, Guhl and Koner; Seyffert's Dictionary of Classical Antiquities, Nettleship and Sandys; Greek and Roman Mythology, Harrington and Tolman; Age of Fable, Bulfinch; Old Stories of the East, Baldwin; Stories of Colonial Children, Pratt; American Biography, Sparks;

Popular Science Monthly, Vols. 12-15-16 and 41; Century Mag., Vols. 18 and 22; Scribner's Mag., Vol. 17; Mag. of Western History, Vol. 10.

Fourth Grade: Story of the Romans, Guerber; A History of Rome, Abbotsford; Early Rome, Ihne; Foromanus Via Sacra, Parker; Little Arthur's History of Rome, Butterworth; The Aenead and The Iliad, Clarke; Stories of the Old World, Church; City of Seven Hills, Harding; Lays of Ancient Rome, Macaulay; Ben Hur, Wallace; Last Days of Pompeii, Lytton; De Soto, Marquette and La Salle, Pratt; American Leaders and Heroes, Gordy; Primary History, Eggleston; Story of the Thirteen Colonies, Guerber; Four Great Americans, Baldwin.

ARITHMETIC

Although the instruction in arithmetic in the primary grades is intended to furnish a necessary basis for advanced work, the chief aims are to promote habits of logical reasoning, of accuracy, and of independence in thought.

Formal analysis should never be required in the lower grades. The child should be allowed to state his conclusions in his own way, unhampered by any "process."

Much of our number work the first year is given incidentally, in connection with other work. Not more than ten minutes a day is given the first year to what may be called formal number work.

Sense training work is given to form a basis for comparison. As number is the result of measurement and comparison, the idea of comparison is emphasized. Teach that it is the ratio that is fixed, the unit is variable. Speer blocks are used the first two years, to assist in training the child's judgment. Work to free the child from the influence of the printed page, and teach him to deal with problems as in real life.

The various topics in arithmetic, such as compound

"Keeping Store"—A Corner of the Play-Ground

numbers, common fractions, decimals, factoring etc., are gradually developed from the first, as necessity demands.

The constant aim of the teacher should be to develop the child's power of forming correct mathematical judgments, and to compute accurately and quickly.

FIRST GRADE.

Incidental work: Distribution of materials by rows, by class; numbering children at board or at seats; finding page in primer and first reader, line on a page and word in a line; number of days in a week; number of cents in a nickel, dime and dollar. By practical use of the ruler in construction work, teach inch, foot and yard. Games, especially games where a score is kept. Number in connection with the nature study such as weather records. Number facts brought out in the story work and in songs.

The formal number work in this grade is largely oral, but some written work is given the latter half of the year.

Use objects; children taught to combine, separate and group.

Combinations in addition taught first, then subtraction as its opposite. Later, multiplication, with division, as its opposite.

Counting by 1's, 2's, 5's and 10's.

Odd and even numbers.

SECOND GRADE.

Incidental work continued, as work arises from pupil's daily needs in manual work and all school studies.

Continue addition tables, learning that as $6+7=13$, $16+7=23$, $26+7=33$, etc.

When the number 18 has been reached, pupils begin to work out the multiplication tables by themselves, with splints. They try grouping in 2's, 3's, and 5's. They discover that as $9\times2=18$, $2\times9=18$. $18\div2=9$, $18\div9=2$. $\frac{1}{2}$ of $18=9$, $\frac{1}{9}$ of $18=2$, so in getting one fact, they really get a chain of six facts. The terms factors, prime and composite numbers are used. When the number 40 or 45 is reached, the objects are put aside and the children

learn to factor without them. They soon learn what numbers can be factored or divided by 2, by 3, and by 5. They also learn how, if possible, to bring the factors within the tables. For example: they divide 60 by 2 and get 30; then they are led to see that by taking the factor 3 out of the factor 30 and putting it with the factor 2, they get the two factors 10 and 6 and they add $10\times6=60$, and $6\times10=60$ to their tables. This work is not hard for children, and they delight in it.

Make use of the standard units of compound numbers; as pint, quart, gallon for measuring liquids; quart, peck, and bushel for measuring grains and vegetables; dime, cent and dollar for measuring values; inch, foot and yard measurements.

These measures worked out with apparatus: Cent, dime and dollar for measuring values, with real or imitation money.

Roman numerals to XII, so as to read time on the clock face.

The principles of "borrowing" and "carrying," developed with objects, but these terms are never used in second grade. Addition and subtraction of two place numbers. Multiplication of two place numbers by one place numbers. Problems with one condition.

Notation and numeration through three orders.

THIRD GRADE.

In this grade the powers of mechanical memory displace, in a measure, the powers of observation dominant in the first and second grades.

Thorough review of all the facts of addition and multiplication and the correlative facts of subtraction and division.

Much rapid oral work to secure rapidity and accuracy. All of the tables worked out the second year, must be made automatic the third. This is accomplished through the oral work as well as through the written.

The written work should be largely board work. The reason of this is obvious; as the teacher uses the

board for illustrations and diagrams, her work will give the class a forceful example.

Most problems should be short, in order to secure accuracy and rapidity. If the work be slow and monotonous, the teacher should look to herself for the cause.

A large amount of oral analysis, but in a very abbreviated form.

The power to read and interpret simple, practical problems, should be cultivated. Use diagrams when necessary, to assist in imaging the conditions of the problems.

Notation and numeration through six orders.

Counting to 100 by 3's, 4's, 6's, 8's and 9's.

Addition and subtraction of three and four place numbers.

Multiplication and division of three and four place numbers by one place numbers; multiplication of four or five place numbers by two place numbers.

Tables of dry measure, liquid measure, time, U. S. money and long measure, reviewed and used.

FOURTH GRADE.

Review all previous work. Reviews must be intelligent, but spirited.

Decimal scale developed. Addition and subtraction of decimals.

Long division. Show transition from short division to long division, e. g.: 4)9760 by long division process; 40)9760; take plenty of time for these two steps; two weeks if necessary. 41)9760. Then to divide by any two-place number. Three place number.

In applied problems, be careful to discriminate between division and partition. In division (measurement) the divisor and dividend are of the same denomination, but in partition the divisor is abstract.

Factoring to 144 at sight. G. C. D., L. C. M. and cancelation, no number being larger than 144. Work in fractions continued. Addition and subtraction of fractions and mixed numbers, both numerator and denominator of all fractions being one place numbers.

Review all tables of compound numbers with much quick drill in oral reduction.

Square measure, (inch, foot and acre.) Measure and work out areas of rectangles, of rooms, gardens, etc.

The home geography and nature study give a variety of topics for applied number measurements.

Continue the oral work in all operations. Work for rapidity and accuracy.

Reading and writing numbers to 1,000,000,000.

Roman notation: If properly presented, three or four lessons, in this grade, are sufficient to enable the pupils to read and write almost any number.

Many practical problems, using the diagram.

References:—Psychology of Number, McClellan and Dewey; The Werner Arithmetic, Hall; Special Methods in Arithmetic, McMurry; Primary Manual for Teachers, Speer; Industrial Primary Arithmetic, Baldwin; Supplementary Work in Arithmetic, Giffin; Primary Arithmetic, McClellan and Ames.

NATURE STUDY

While the real purpose of nature study in the primary grades is to lead the child to observe closely, and to love nature, we believe that the point has been reached where a definitely arranged course of study in these grades, is demanded. This course should pick out a few centers where the efforts of teachers and pupils may be concentrated; but one of the first lessons should be to lead the child to see the moral lesson of obedience to law, as seen in a fixed and orderly universe.

As much of our language, number, geography, and drawing work have their best impulse in observation work, be very careful about telling too much, but guide the child in his investigations, and give him time for reflection and judgment.

Have frequent field lessons for the purpose of making

A Lesson on the Moth and Butterfly—Second Grade

collections and studying nature under normal conditions.

FIRST AND SECOND GRADES.

FALL.

Insects: Collect larvae and watch formation of pupa. Note time and manner of disappearance of insects.

Birds: Habits in relation to plants; color as a protection; migration—time, manner. Collect deserted birdsnests.

Animals: Preparation for winter; storing food, changes in covering, preparing homes. Make a study of squirrel, beaver and dog as to structure and habits.

Flowers: Compare flowers found in different localities. Field lessons for the purpose of studying plants in their environment.

Fruits: Function of parts; relation to flower; uses to plants, animals and man.

Trees: Select two or three trees for the year's study. Compare growth of twigs. Color and falling of leaves; uses of fallen leaves; formation of buds. Note preparation of plant world for winter.

Light: Sources; effect upon plants and animals. Study the spectrum. Test pupil's power to recognize colors.

Observe time of sunrise and sunset; moon's phases; morning star; evening star; variation in slant of sun's rays; variation in length of day and night.

Calendars of months placed on board. Mark cloudy days, stormy days and sunny days.

WINTER.

Animals: Winter habits; hibernation; food as a protection from the cold; covering as a protection from cold. Uses of hair, fur, wool, etc., to man. Color as a protection. Make a study of sheep, rabbit and turtle, with reference to adaptation of covering to mode of life. Study a few fur-bearing animals. Use live animals, stuffed specimens and pictures.

Trees: Winter condition. Evergreen trees.

Solution and crystalization; different crystals studied.

Evaporation; vapor or steam.

Condensation; fog, clouds, dew, rain, hail, snow and frost.

Continue observation of sun, moon and stars.Change in length of day and night.

Encourage children to watch and feed the winter birds.

SPRING.

Insects: Time of appearance. Watch opening of cocoons.

Earthworms: Structure, work, food.

Frogs: Collect frogs' eggs. Watch development.

Watch for animals that have not been seen during the winter.

Birds: Time of return; nesting; materials used. Careful study of the robin and red-headed woodpecker. Why these birds, with many others, should be protected by law.

Trees: Continue study of the trees selected in the fall. Note time of flowing of sap, bursting of buds, opening of leaves and ripening of fruit.

Sap: Use to the tree; commercial uses; maple sugar; India rubber.

Germination: Plants seeds under different conditions. Conclusions drawn.

Children watch for wild flowers, and note places where found.

Make a detailed study of the hen. Care of chickens. Nesting and setting of hens. Time needed for hatching. Connect this work with the Easter history study.

THIRD AND FOURTH GRADES.

FALL.

Insects: Structure; movements; food, homes; color as a protection; relation to trees, plants, etc. Habits of common insects; metamorphosis. Make a list of beneficial insects; of injurious insects. Study how to get rid of some of the most injurious insects. Nature's provision through parasites. Watch life history of several insects. Watch tomato sphinx larvae for parasites. Encourage

children to collect different insects and watch development at home. Larvae of the fly; larvae of the beetle, etc. Difference between a bug and a beetle; between a butterfly and a moth. Careful study of the honey-bee or ant, and the cricket.

Plants: General condition. Compare with spring condition. Rapidity of growth then; slowness of growth now. Why?

Fruit: Uses to plant; to man.

Seeds: Kinds; uses; distribution, (a) by wind, (b) by water, (c) by animals, (d) by man, (e) self distributing seeds. Collect seeds adapted to being distributed each of these ways.

Twigs: Formation of next year's buds; protection from frost; falling of leaves; plant preparation for winter.

Animals: Wild; domestic; homes; habits; adaptation to environment. Make a list of animals, birds and insects seen now.

Light: Natural, artificial.

Heat: Sources; thermometer; boiling point; freezing point. Relation of heat to both animal and vegetable life.

Evaporation, condensation, distillation.

Clouds: Cirrus, cumulus, stratus and nimbus; formation, precipitation.

Uses of shadow stick; slant of sun's rays; equinox. Stars, planets, phases of moon.

WINTER.

Study winter conditions of trees and plants. Have some house plants cared for by children.

Animal preparation for winter; coverings; adaptation.

Prehension of food. Compare mode of food getting of squirrel, monkey, cat, dog, cow, sheep, hawk, etc.

Fuel: Wood; places found, transportation.

Coal: Origin, places found, kinds, mining, transportation.

Peat: Origin, compare with coal.

Oil: Places found; drilling, pumping, piping; uses.

Gas: Places found, drilling, piping.

Combustion: Chemical changes; decay, slow combustion.

Winter solstice. Lengthening of the day.

Water: Uses; pressure; seeking its level; experiment showing the principle of the play of fountains, and water carried to the upper stories of buildings.

Electricity: Simple ways of making. Insulator, receiver, etc. Lightning; cause. Dr. Franklin and his kite.

SPRING.

Each grade should have a garden on school ground. Pupils prepare soil, plant seeds, observe and care for.

Germination; relation of air, water, heat, light and soil to germination and growth; radicle, stem, cotyledons.

Flower; parts, color, fertilization.

Leaves; function, parts.

Watch appearance of migratory birds; of hibernating animals; opening of cocoons.

Relation of insects to plant life; to animal life.

REFERENCES

Nature Study and Life, Hodge; Special Methods in Science, McMurry; Insect Folk, Morley; Nature Study, Wilson; Short Stories of Our Shy Neighbors, Kelly; Stories of Insect Life, Weed; The Great World's Farm, Gage; In the Child's World, Poulson; The Child's Book of Nature, Hooker; Wood Folk at School, Long; Butterflies and Bees, Payne; Bugs, Beetles and Locusts, Payne; Nature Study, Scott; Nature Study, Jackman; My Saturday Bird Class, Miller; The Bird Book, Ecstorm; Bird World, Stickney; Our Friends, the Birds, Parker; Birds of Ohio, Dawson; Familiar Animals and Their Wild Kindred, Monteinth; How We Are Fed, Chamberlain; Mother Nature's Children, Gould; Ten Common Trees, Stokes; Stories Mother Nature Told, Andrews; Outdoor Secrets, Tappan; Seed Babies, Morley; Elementary Geology, Tarr; Hand Book of Nature Study, Lange; First Lessons in Geology, Shaler.

Nature Study—Fourth Grade

GEOGRAPHY

The geography of the first and second grades is included in the history, literature and nature study. In the third and fourth grades, it runs parallel with the history and literature, and supplements the nature study.

THIRD GRADE.

Excursions to gardens and farms, shops and stores. Trace flour in grocery store to the mills of Minneapolis and the great wheat fields of the northwest.

Clothing and industries related to clothing; sheep raising; cattle and hides; spinning, weaving, etc.

Building: Visit a house in process of construction. Study the brick and stone work; the frame work of the house; the heating, plumbing and plastering. Visit the brick-yard; the clay pit; depth and quality of clay bank; mixing and grinding the clay. The brick kiln; time and fuel needed; value of brick; how it is sold; shipment.

City Hall: Officers—mayor, council and police; their appointments and duties.

The Waterworks: Source of the water; reservoir; pipes; expense of supplying city water.

Public Schools: Location of buildings; compulsory school laws.

Higher Education: Ohio State Normal School; Ohio University.

FOURTH GRADE.

Excursion to North Hill. This hill furnishes a good view in all directions. Different places located, as the hospital, the public school buildings, brick plant, railroads and Hocking river.

Local map drawing: The school room; building and grounds; town as seen from North Hill. Later, draw to scale.

Soil: Origin—decayed vegetation; disintegration of rocks, caused by rubbing and grinding, by water, frost, plants and earth worms.

Kinds of Soil: Specimens brought to school and tests

made. Take children out to study. Relation of quality of soil to vegetation; of vegetation to people.

Relation of man to his environment: Occupations, habits, food, clothing, home, domestic animals. Means of transportation of man living in mountainous countries; on prairies; deserts; near sea-coast. Compare as to civilization. Man's relation to his neighbors. Advantages of such unions as tribe or clan; kingdom; necessity of congregation of people into villages, towns and cities. Selection of site.

Moon: Movements.

Earth: Movements; results. Effect of changing seasons upon the occupation of men.

Forms of land and water. Excursion to hospital grounds, for the purpose of studying islands and lakes. Take children out after a storm to study wearing and building. In addition to the sand table usually handled by the teacher, each pupil has a sand pan, using either with the teacher or independently.

Brief study of some of the leading industries of Ohio, such as the pottery at East Liverpool, largest in the Unitde States; the belting works at Akron; the iron works at Ironton.

Study the Hocking river; the three railroads coming into Athens; why these roads are here.

Visit the mounds and the cave near Athens, correlating with the history. Other geographical topics suggested by the American history stories.

Study the world-whole. A large globe should be used. Location of all the chief countries with reference to North America.

Stories of important rivers. Location of these rivers, as in the location of all places studied in the history and literature, made by black-board sketches, or upon large wall maps.

The sea; color; saltness; movements of water; wearing and building; coasts; harbors; gulfs; bays. Life in the water; commercial products of the sea.

References: Home Geography, Tarr and McMurry; Special Methods in Geography, McMurry; Home Geo-

graphy, Long; Lessons in Home Geography, McMurry; Great American Industries, Rochelean; Teachers Manual, Frye; Brooks and Brook Basins, Frye; Elementary Inductive Geography, Davis and Deane; The World by the Fireside, Kirby; Seven Little Sisters and Each and All, Andrews; Around the World, Carroll; Geographical Readers, King; How We Are Fed, Chamberlain; Big People and Little People of Other Lands, Shaw; Methods and Aids in Geography, King; Child and Nature, Frye.

Plan for a geography lesson prepared by a pupil teacher for a fourth grade class.

SOIL.

Aim { Teacher's: To show why some soils are sterile and some fertile.
Pupils': To see why all soils are not equally productive.

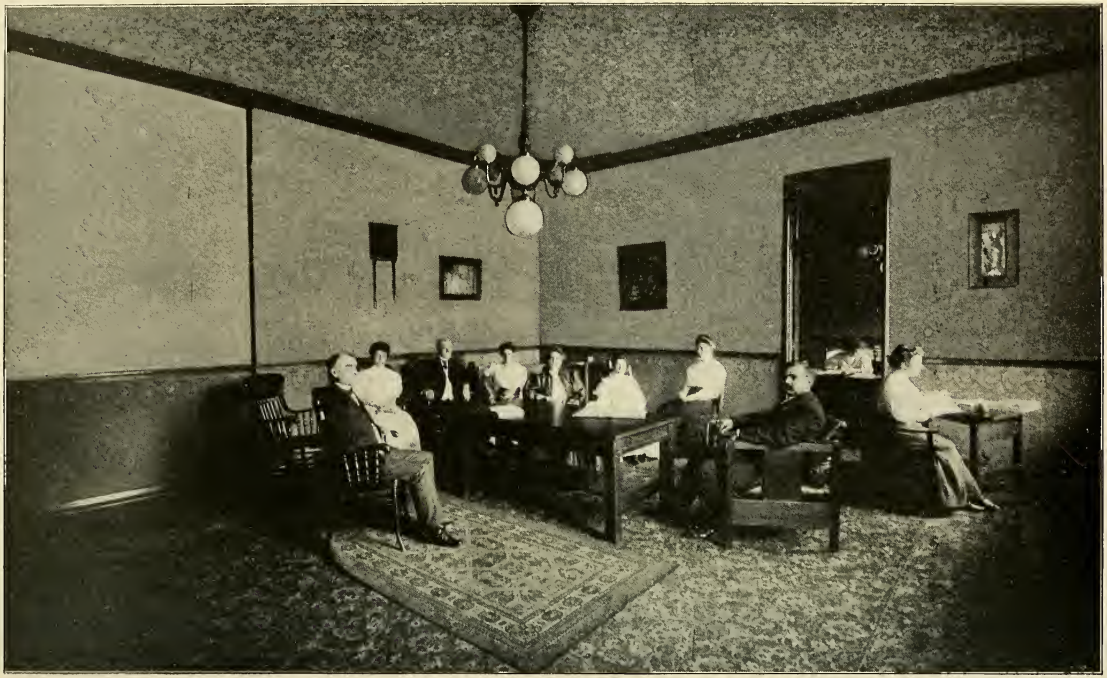
Preparation

Subject Matter.	Method of Presentation.
1. Composition of soil.	What happened when we put the dirt in the water? (Particles separated) Of what did we find it to be composed?
2. Formation of soil.	What did we see happen when we rubbed the rocks together? What did this help to make? In what other way were the rocks changed to soil? (By decay) What caused this decay? (Water, frost, plants, worms.) How did water help in this work? Frost? In what way did plants aid the water and frost? How did the earthworms help?

3. Use of soil.	If no rock had ever been changed to soil, we could not live on this earth. Why? (There would be no grass, no trees, no flowers, no vegetables, no animals.) Why do plants need soil? (Give them food)

Presentation

Subject Matter.	Method of Presentation.
1. All soil is not alike.	Do all animals need the same kind of food? What would you say about plants? Where do the plants get their different kinds of food? What does this show us about soil?
2. Different kinds of soil.	Some rocks are softer than others. How would the soil made from hard rocks differ from that made from the soft rocks? Show by experiment with clay and sandy soil that too much clay in the soil makes it stiff and impervious to water and if there is too much sand, the water passes through too quickly. What would make a better soil than clay or sand alone?
3. How vegetables and animals help the soil.	Plants get food from the soil; should they ever pay back? What becomes of them when they die? (Decay) How would this help the soil? (Make it richer)



A Conference—Reception Room in the State Normal College

4. Preparation of soil for crops.	Why do farmers plow the soil? What animals do this same work? (Earth-worms) How? (They make channels for air, water and roots to penetrate and by their castings make the soil lighter.)

Generalization.

1. That soil which has been robbed of its food is poor or sterile.	Many farmers in New England have left their farms there and purchased land in the Western states. Can you think of the reason why they should do this?
2. That soil which has much plant food in it is said to be rich or fertile.	The land in the West has not been cultivated as long as the land in the East and the rocks are more deeply imbedded. What, then, would be the condition of the soil there?

PHYSIOLOGY AND HYGIENE

FIRST GRADE.

General care of body; function and care of parts as skin, teeth, hair and nails. In this connection study hair, skin, teeth and claws of animals. Importance of good health; cleanliness conducive to good health.

Food and drinks: What food does for the body; where obtained; why we need food; cooking of food; why chew food; water and milk, best drinks.

Uses of bones and muscles; how strengthened; correct position for sitting, for running, jumping, standing, etc., and why.

Breathing; necessity for breathing pure air.

Much of the work in this grade is done through the use of poems, such as:

"Show your hands, if they are clean,
And they should be to be seen;
Hands and faces clean and neat,
On every boy and girl we meet."

SECOND GRADE.

Bones: Composition; shape; relation of shape to use; need of good bone food.

Muscles: What they are and what they are for; location of most important muscles; how to strengthen the muscles. Alcohol changes them to unhealthy fat.

Foods: Ways in which different foods are prepared and why; what and how much to eat; how to eat.

Drinks: Milk as a drink; water—quantity in our bodies; disease germs in water; care of milk.

Why wine, beer and whiskey are bad. (a) They make the stomach sore. (b) They make the heart work too fast. (c) They spoil the blood and the brain. (d) They make a person bad.

Stories showing the effect of drink and how the habit is formed.

THIRD GRADE.

Review work of second grade.

Joints: Kinds; uses.

Blood: Uses; movements through the body.

Heart: Location; action.

Veins and Arteries: Kind of blood in each. Capillaries.

Lungs: What they are and where located; uses; importance of full, deep breathing; of pure air.

Bones and Muscles: Voluntary and involuntary muscles.

Effect of alcohol and tobacco upon the heart and blood; upon the bones and muscles.

The Stomach: Location and description; why food should be chewed carefully.

Teeth: Number in each set; compare teeth of man with those of the cat, dog, horse, etc. Teach rules for care of the teeth.

FOURTH GRADE.

Review previous work.

Digestion: Organs; aids to digestion; danger of overeating; table manners; effect of alcohol and tobacco upon the digestive organs.

Circulation: Heart, arteries, veins and capillaries; uses of the heart; uses of the blood vessels; how to have good, pure blood; how to care for cuts, burns and bruises.

The Skin: Kinds; function of each; diseases; hygiene.

Eyes: Care of eyes; avoid reading too fine print; in poor light; while lying down; book too close to face.

Brain and Nerves: Condition of person when brain is paralyzed; effects of alcohol and tobacco on the brain; on the nerves.

Alcoholic Drinks: Give accounts of fermentation and distillation sufficient to show that alcohol is not a natural product.

References: Hygienic Physiology, Lincoln; The New Century Primer of Hygiene, Hall; First Book in Physiology and Hygiene, Kellogg; Experimental Physiology and Anatomy, Eddy; Primary Lessons in Human Physiology and Hygiene, Baldwin; The Child's Book of Health and How to Keep Well, Blaisdell.

LANGUAGE

"The artist in words is the greatest of all artists."
—Hinsdale.

Language in the elementary schools is so closely related to all other studies, history, literature, nature study, art, reading, writing and spelling, as to become a part of each lesson.

Proficiency in the use of good English is acquired only by daily, incessant practice; therefore much attention is given to oral language throughout this entire course.

The ability to express thought in clear, concise, elegant language is an evidence of culture, and an accomplishment of rare value; one to be sought for; a goal to be ever set before children.

We recognize the fact that thought and expression cannot be separated, so all forms of expression, speech, writing, hand-work, drawing, painting and music must be properly associated with their thought relations.

There is nothing that so appeals to the feelings and emotions of the child as literature, and for this reason a large part of the work is based on the best in story, poem, and song.

In the first and second grades the simpler poems and stories, those which come in closest contact with childish experiences, are used. This work is gradually made stronger as grades advance.

"To keep close to the heart of a child, and to encourage the expression of his own vital thoughts and feelings is real language teaching."—Cooley.

Two chief aims must be ever kept before us: (a) The enlargement and enrichment of the thought-power of the child; (b) the development and refinement of his power of expression both oral and written.

"Drill in fluent, correct and refined English should begin for each pupil the day he enters school and should be the last thing done for him when he leaves the university."—Roark.

FIRST GRADE.

Conversation lessons; memory gems; reproduction of stories; dramatization of stories, poems, songs or reading lesson; pantomine expressing true thought; studies of art; description of pictures; imaginary pictures; bird, animal and flower studies.

Original sentences both oral and written.

Children taught the more polite forms of asking and

Clay Modeling—First Grade

answering questions, of addressing their elders, of calling for telephone connection, etc.

Use of period, interrogation point, and comma after yes and no.

Use of capitals; beginning of sentences, pronoun I, names of persons and places.

Abbreviations Mr. and Mrs.

Children taught to write their own names.

SECOND GRADE.

Oral reproduction of stories, memory gems, dramitization, etc., as in first grade. Encourage freedom and fullness of expression.

Careful copying of selections.

Simple dictation exercises.

Written reproduction of stories.

Correct use of adverbs. Use of comparatives and superlatives. Correct use of learn and teach; may and can; this and that; these and those; don't and doesn't; off and of.

Study of synonyms.

Abbreviations: Days of the week, months of the year, ct., doz., and any others used in school work.

Spelling: Words in common use from reading, nature-study and history lessons.

Writing: Large, free movement.

Each child taught to write his own address.

Capitals: Proper names; first word in each line of poetry. Punctuation; period after abbreviations, comma after name of person addressed, apostrophe for possessive singular, and quotation marks.

THIRD GRADE.

Oral and written reproductions continued; also copying selections; dictation exercises, memory gems and dramatization.

Written exercises; material obtained from the nature-study, history and literature lessons.

Friendly letters, with careful teaching of simple letter forms.

Invention of stories based on pictures.

Introduction to use of dictionary.

Written spelling four times a week and oral spelling once a week.

Careful attention given to the form, neatness and accurracy of all written work.

Study of synonyms and homonyms.

Simple contractions; as, I'll, isn't, hasn't, can't.

Abbreviations and familiar titles; as, Gen., Pres., Dr., Rev., A. M., P. M., A. D., B. C.

Capitals: Abbreviations; important words in subjects or titles. Punctuation; apostrophe in contractions and easy possesives; hyphen; exclamation point; comma in setting off brief, direct quotation.

FOURTH GRADE.

Continue work in letter writing.

Write bills and receipts in connection with arithmetic work.

Compositions. Outlines previously made out. Proper attention given to the margins and indentations. Written descriptions of excursions, picnics, etc. Original stories with illustrations. Greater freedom both in outlining and composing.

Use the blackboard freely in correcting errors, writing the correct form only.

Develop chief rules for forming the plural of nouns.

Possessive plural of nouns.

Correct use of who, which and that.

Correction of common errors heard on school grounds; e. g. aint, seen for saw, lives for lief, done for did.

Make free use of terms noun, pronoun, subject, predicate and modifiers without formal definitions.

Punctuation, capitalization and spelling as in third grade.

Abbreviations as necessity demands.

Some dramitization in this grade, but not as much as in first three grades.

We give a letter and two compositions to illustrate our

language work. This work is more or less faulty, as we give it just as it came to us, without correction.

Athens, Ohio,
April 27, 1906.

My dear Hazel:

To-night I am going to pick violets. Wouldn't you like to go with me? I like to pick violets. The other night I picked violets for the Grant Hospital up at Columbus. We took them up to Miss Wilson's house. Mrs. DeCamp, our music teacher, and Miss Wilson sent them up to the sick people, from the children.

Did you go to the circus? I liked to watch the clowns and trapeze performance in the show. In the parade, going to the show ground two of the horses got frightened and ran as hard as they could. Down at the show ground, one of the wagons upset. A man was nearly killed by it. I went to the side show and the big show both. I got the little man's picture in the side show.

I hope you will have a fine time in Michigan this summer.

I am sorry that Edythe and Anna had to leave our school and move away and I know our school is too. I wish they could have stayed with us. Don't you?

Your loving friend,
EDYTHE CROMLEY.
Third Year.

A FAITHFUL DOG.

April 9, 1906.

In our Greek History at school, our teacher read to us the Odessey or story of Ulysses and in that way I first heard of the faithful dog Argus.

The Odessey was written by the great Grecian poet Homer, who also wrote the story of "The Fall of Troy." The great poet was as we think, born in Asia Minor, and lived nine hundred years B. C.

Ulysses was born in Ithaca, and when he was of age his father, King Laertes, resigntd him his crown.

The Greek Chiefs were called upon by Menelaus, to muster their forces to help him gain back from the Trojans his beautiful wife Helen.

In the Trojan war Ulysses did many brave deeds. Indeed, Troy would perhaps never have been conquered but for the wooden horse, one of the plans of Ulysses.

The Trojan war lasted ten years. When it was over and Ulysses turned the prows of his vessels homeward a storm arose and drove the ships far from their destined course, and finally after ten more years of suffering, and

after losing nearly all his companions, he reached his home.

When he reached his home no one recognized him but his faithful dog Argus.

Poor Argus! after his master left, he was neglected and despised. When Ulysses left for the war, Argus was the finest, swiftest and most beautiful dog in Ithaca.

When the war was ended and the Chiefs who ruled in neighboring islands returned and Ulysses was not with them, suitors began to come to try to persuade his beautiful wife Penelope to mary one of them.

When I was writing this story, some one asked me how the faithful dog recognized his long absent but beloved master. I replied in this way. As Ulysses was crossing the paved stable court, he saw a dog of noble form, who seemed to have been forgotten, for his once beautiful coat was long and ragged, and the dog himself was nearly starved.

This was Argus. He would gladly have run to his master's side, but was too weak. Tears sprang to the eyes of Ulysses. He hardly knew his noble dog, he was so changed.

The noble dog through joy died. So Argus was the first one to recognize his master. And thus the noble Argus died.

CAMERON C. GULLETTE,
Fourth Year.

THE SISTINE MADONNA.

May 28, 1906.

In the Sistine Madonna I see the Christ child, and Mary, the Christ child's mother. There are six people in the Sistine Madonna, three little ones and three big ones. The mother is between two people. Christ is sitting in Mary's arms, with a very peaceful look on his face. Mary has on a loose blue dress and a veil of brown and a scarf.

The two people by Mary and the Christ child are St. Sixtus and St. Barbara. The two little ones names are not known, or if they are known I do not know what they are.

St. Barbara is a woman and St. Sixtus is a man. St. Sixtus is an old, old saint. He is so old that his head is bald and what is not bald is gray.

St. Barbara looks as if she was young but I do not know. She is on the left of the Christ child and St. Sixtus is on the right side of the Christ child.

A celebrated artist painted the Sistine Madonna. His name was Raphael. Now Raphael was one of the best artists in the world. I think he was the very best.

Raphael lived about four hundred years ago. This

Drawings and Cuttings from First and Second Grades

Little people representing different characters studied in the History and Literature

HAND WORK—PRIMARY GRADES

made him live in the year 1483. This was the time he was born and he died in the year 1520. This made him only thirty-seven years old when he died. Raphael was born about the time that Christopher Columbus sailed for the great country of America. In Raphael's days America was discovered.

Raphael loved Madonnas, and painted many of them. I like the Sistine Madonna. I think it is his best picture. It is in a great art gallery in Germany. The name of this great gallery is Dresden. I know nothing about the city of Dresden. Now I have told you about the gallery, but the way it got its name was because it was in the great city of Dresden.

Miss Waite has a colored Sistine Madonna which she got when she was across the ocean. I like it very much. Once, a woman from memory copied the Sistine Madonna and embroidered it.

I think if some person who was bad would look at this picture he would be better.

Our school has studied about Millet and Corot but I like Raphael the best of all.

CLINTON P. BIDDLE,
Fourth Year.

DRAWING AND HAND WORK

The work in drawing is not an endeavor to train artists or to make expert workmen, but it is an important part of our course of study because the child developes through self expression, and drawing gives the child every advantage for such expression. The child must be taught to think; not only to think but to carry that thought into action. This is made possible through the lessons in art more than any other subject. Drawing is a natural form of expression with the child and by it his mental and motor powers are strengthened.

The question of what the child is to draw is of the utmost importance, for besides the power of self expression there should be developed a love and appreciation of the beautiful; the aesthetic side must not be neglected. Primarily the lessons must be about things in which the child himself is interested and which are adapted to his stage of development. This includes his home, games, pets; school and things connected with it; children and

child life; flowers, birds, trees and the stories he loves. Each lesson should bring in the elements of selection; placing, and the thought of beauty as well as develop the power of execution.

The materials used in carrying on this work are soft pencils, charcoal, paints, crayola and a rough manilla paper. The time given regularly to the work is three fifteen minute periods per week, though lessons in other school work are often followed by a short exercise in which the children express themselves through these same mediums.

In this work the chief aim is not the finished product, but rather the power gained through the effort toward a finished product, or to make each new piece of work better than the last. In other words—growth. Besides this the child's powers of observation are made more acute, his sense and motor powers, judgment, self control and concentration have been trained and imaginative, creative and visualizing powers developed.

When the children first enter school little or no attempt is made at direction other than a few suggestions when the subject is told. Criticism of any kind at this stage would deaden spontaniety. Later, when the child himself comes to realize his limitations criticism and more definite direction is begun, but even then we aim to make the criticism constructive rather than destructive.

The cover design, first page, was drawn by Leah Coulson, a pupil of the Fourth Grade, Training School.

Hand Work.

The course in Art includes Hand Work as well as drawing, because both are a means of expression, because we believe that one without the other lacks an essential, and because the other school work is rendered more effective by relating it and supplementing it in a way near to child nature and entirely within his power of comprehension.

Papers, clay, cardboard, raphia, reed cords, yarns, looms and scissors are the materials we make most use of in this work.

DRAWING OUTLINE FOR FIRST AND SECOND GRADES

Fall Term.

Introductory work to bring out knowledge that children already have and to encourage freedom of expression.

Illustrative and imaginative drawing. Stories, games and whatever is of interest to the child.

Study of Out of Doors—Landscape and single trees; changes in trees. Hiawatha supplies subject for many lessons.

Plant Life—Grasses and grains; flowers; golden rod, sun-flower; fruits and vegetables.

Life and Action—The people and animals studied in Hiawatha; life of Eskimos; people of Holland; the Pilgrims.

Objects—Found in school room, or at home, playthings.

Design—For decoration of objects made in Hand Work.

Picture study.

Winter Term.

Out of Doors—Careful study of winter tree, landscape; effect of winter.

Life—Draw children from pose and memory; animals drawn from memory and from live animal in school room.

Illustration—To put in practice ideas gained from careful study and observation.

Objects—Toys, familiar objects and beautiful pottery forms.

Measuring—Simple ruler work.

Picture Study.

Spring Term.

Illustration—Games and various spring occupations.

Out of Doors—Comparison of spring landscape with that of winter and autumn; study of individual tree characteristics.

Plant Life—Budding twigs, sprouting seeds, spring flowers and plants.

Animal Life—Study of insects and birds; draw from the pose.

Decoration—For use on object made in Hand Work.
Picture Study.

THIRD AND FOURTH GRADES.

Fall Term.

Landscape—More definite observation of forms and color, and the variations caused by season and time of day.

Plant Life—Autumn flowers, weeds and grasses, fruits and vegetables.

Animal Life—Children in costume poses, pets and animals studied in other lessons.

Form Study from Still Life—Simple objects in different positions, singly and in groups. Difference between appearance and actual form, beautiful objects selected.

Design for decoration of things made in Hand Work.

Picture Study.

Winter Term.

Landscape—Effect of different seasons, of snow, wind and rain.

Animal Life—Animals and people studied in other work; draw from pose.

Still Life—Study of apparent shape and size of objects and direction of edges. Groups.

Illustration.

Measuring and Planning—Ruler work more advanced than 1st and 2nd grades, plan of school room.

Picture Study.

Spring Term.

Landscape—Effect of spring coloring. Trees with foliage.

Spring Growths—Sprouting seeds, buds, leaves, flowers, twigs.

Animal Life—Birds and Insects.

Design—Simple ornament derived from nature and used for some purpose.

Studying of color values.

Measuring and Making—Ruler work drawing to scale.

Picture Study.

THE ART ROOM

Weaving—Third Grade

OUTLINE FOR MANUAL TRAINING

FIRST AND SECOND GRADES.

Paper—Furniture for house, boats, books, soldier's cap, canoe, wigwam and other objects suggested by literature and history; valentines and gifts for various days and occasions.

Clay—Fruits, vegetables, animals, pottery forms.

Weaving and Basketry—Mats, rugs, napkin ring, picture frame, stamp case, doll hat, Cruso's basket.

Sewing—Making the rugs, curtains, etc. for doll-house. Some decorative stitches.

THIRD AND FOURTH GRADES.

Paper and Cardboard—Boxes, portfolios, envelopes, candle stick, lantern, furniture, objects as gifts for special occasions.

Clay—Vegetables, fruits, pottery, animals and people.

Weaving and Basketry—Rugs, reed and raffia baskets, objects made of braided raffia.

Sewing—Making bean-bags and other things used on playground. Decorative stitches.

MUSIC

Music, if it is to be a branch of study in our public schools, must have other aims than those of cultivating the musical talent, and making musicians. It should be taught so as to serve as a valuable aid in the physical, mental and moral culture of the child.

Care must be taken in the position of the pupil. Through the music lessons, deep breathing may be made a habit. Many people afflicted with lung and throat diseases have entirely recovered through judicious singing.

No branch of study holds a higher place than music as a mental discipline. The concentration necessary, both in rote singing and sight reading, is equal to that of any other subject taught in the schools.

No one, I believe, will question the refining and elevating influence of music. It will cause the school room to be pervaded with an atmosphere of true culture and refinement. This, the most careful study of the "Three R's" can never do.

Teach the children to sing softly. The slightest sound of harshness must be noticed and corrected.

Teach perfect enunciation in singing. This is by imitation, rather than by any rules for pronunciation.

FIRST AND SECOND GRADES.

Rote singing for rythm and melody. Songs selected largely to correlate with the other work of the school.

Work on the scale, shown by figures on the board, by the ladder and staff, and by hand signs. Work from the music chart.

Modulation; change through number 5 first, next through number 4.

THIRD AND FOURTH GRADES.

Begin the music readers. Drill in preparation for reading lessons; divided beat begun.

Signatures taught; scale writing.

Teach crecendo, diminuendo, swell, etc., with abbreviations.

Drill in two part singing.

Modulation through all common tones.

Material: Songs of the Child World, No. 1 and No. 2. Riley and Gaynor; Songs and Games for Little Ones, Jenks and Walker; Beginners Book of Vocal Music; Songs of Life and Nature, and Songs for Little Children, Eleanor Smith; Songs in Season, The Plan Book Series; Songs and Games for Little Ones, Colton; Song-Stories, and Songs for Children, Thomas; The Child's Music Course, Whybark; The Morning Hour, Emerson, Brown and Gray; St. Nicholas Songs, Pratt; The Model Music Course Primmer, First Reader and Second Reader; Songs of the Nations, Johnson; The Modern Music Series, First, Second, Third and Fourth Books, Eleanor Smith.

PHYSICAL TRAINING

Physical activity is as necessary for the mental development of the child as is mental activity.

Movements of the child are principally of two kinds, but we shall consider only those that arise from some cause within the organism. These movements are due to the discharge of nervous force from the lower centers of the brain. When these centers are filled, they undergo a change, and it is on account of this change that impulses to muscular action are sent out along the nerves controlling the muscles. As soon as these muscles act, a stimulus is returned to the brain. In this way a large part of nervous mechanism of the child is made to function naturally.

The impulse to physical activity is the ruling factor in the capricious attention of the child. For this reason, some physical activity must accompany, or closely follow every mental activity, and in this way we not only free the child from this disturbing influence, but we give him, at the same time, a feeling of pleasure.

It is possible, also, not only to use the physical or motor tendencies, but to make them a contributing part to the more purely thought work of the child. This is done through a careful selection of games. All of the sense training games, circle games, passing and tossing bean-bags, ring toss, and such games as Ruth and Jacob, Follow me and do as I do, Going to Jerusalem, etc., are especially good for this double purpose.

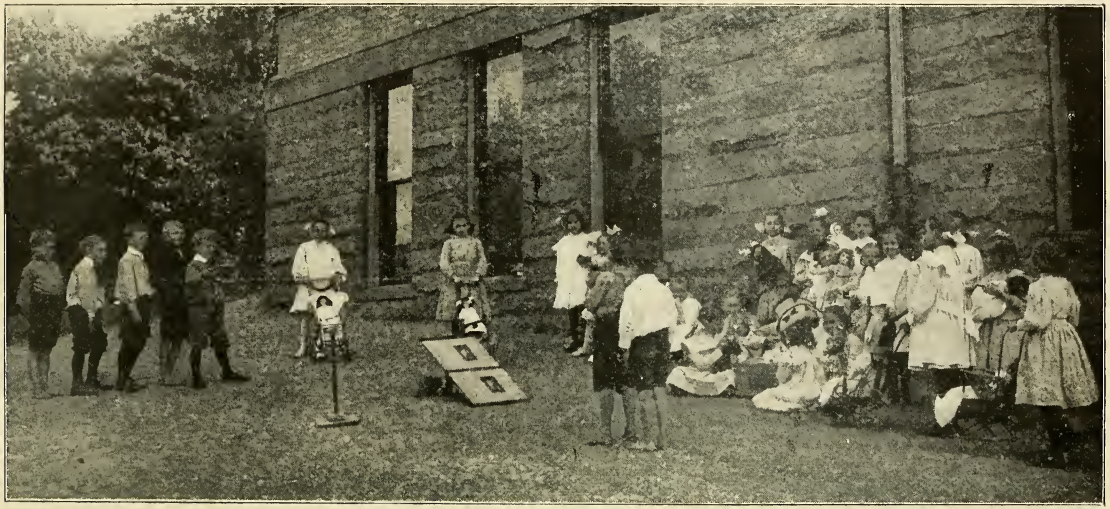
The muscles act more easily and gracefully, if consciousness is removed from the mechanics of the action to the thought to be expressed. For this reason dramitization is one of the very best forms of expression.

While free play is more desirable in the open air, directed games of a large, free kind can be played out of doors, under the direction of the teacher or pupils appointed by the teacher.

Exercises which bring into action all the muscles of the body should be given; military gymnastics and drills for

attention, erect carriage, prompt obedience, marching, running and jumping.

References: Graded Physical Exercises, Colburn; Manual of Physical Drill, Butts; Physical Culture, Preece; School Gymnastics, Bancroft; One Hundred and Fifty Gymnastic Games, issued by the Boston School of Gymnastics; Games, Seat Work and Sense Training Exercises, Holton and Kimball.



Games on the Play-Ground

Ohio University

Athens Ohio

Established by Act of the Ohio Legislature, February 18, 1804

Offers unusual advantages to students seeking a broad and liberal education. Some courses lead to Degrees; others lead to Certificates and Diplomas.

Attend an old and a well-established institution which has an enviable record for thoroughness, culture, and prestige.

Colleges, 7; Faculty, 47 members; Different students enrolled 1905-06, 1,272; Books in Library, 25,000; FREE TUITION.

The Ohio University Summer School

June 24, 1907—August 2, 1907

FIGURES TALK.—The attendance of students at the Summer School of Ohio University for seven years is herewith shown:

Year	Men	Women	Total
1900	36	29	65
1901	45	57	102
1902	110	128	238
1903	159	264	423
1904	194	363	557
1905	220	430	650
1906	207	449	656

Advantages for Term of 1907.—Faculty of 30 members; provision for about 120 recitations daily; Model School, four rooms with four grades of primary pupils, in session every day; fee of $3.00 pays for all scheduled instruction selected by the student; a wide range of private instruction, including foreign languages and vocal and instrumental music, at most reasonable cost; special opportunities for teachers, and those preparing for a TEACHER'S CERTIFICATE; expenses of every kind most reasonable.

The State Normal College of Ohio University opened Tuesday, September 9, 1902. A Training School to illustrate the best methods of teaching is in successful operation. The work of the College has gained warm commendation from leading educators all over the country.

For Catalog, other printed matter, and special information, address

ALSTON ELLIS, President Ohio University, Athens, Ohio.

UNIVERSITY CALENDAR, 1907

Monday, January 7.....Registration of Students
Tuesday, January 8.....Opening of Winter Term
Friday, March 22.....Close of Winter Term
Monday, April 1.....Registration of Students
Tuesday, April 2.....Opening of Spring Term
Sunday, June 16.....Beginning of Commencement Week
Thursday, June 20.....Commencement Day
Monday, June 24.....Opening of Summer Term
Friday, August 2.....Close of Summer Term
Monday, September 9.....Registration of Students
Tuesday, September 10.....Opening of Fall Term
Friday, December 20.....Close of Fall Term

UNIVERSITY CALENDAR, 1908

Monday, January 6.....Registration of Students
Tuesday, January 7.....Opening of Winter Term
Friday, March 20.....Close of Winter Term
Monday, March 30.....Registration of Students
Tuesday, March 31.....Opening of Spring Term
Sunday, June 14.....Beginning of Commencement Week
Thursday, June 18.....Commencement Day
Monday, June 22.....Opening of Summer Term
Friday, July 31.....Close of Summer Term
Monday, September 7.....Registration of Students
Tuesday, September 8.....Opening of Fall Term
Friday, December 18.....Close of Fall Term